OE FORM 6000, 2/69

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION

ERIC REPORT RESUME

ERIC ACC. NO.				IS DOCUMENT COPYRIGHTED? YES ☐ NO ☒
ED 041 182				ERIC REPRODUCTION RELEASE? YES ☐ NO ☒
CH ACC. NO.	P.A.	PUBL. DATE	ISSUE	LEVEL OF AVAILABILITY I ☒ II ☐ III ☐
AA 000 590		Sep 70	RIEDEC70	

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TITLE
Elective English Programs in Junior and Senior High Schools.

SOURCE CODE	INSTITUTION (SOURCE)
JIM56552	
SP. AG. CODE	SPONSORING AGENCY

EDRS PRICE	CONTRACT NO.	GRANT NO.
0.50;6.35		
REPORT NO.		BUREAU NO.

AVAILABILITY

JOURNAL CITATION

DESCRIPTIVE NOTE
125p.

DESCRIPTORS
*English Programs; *Elective Subjects; *Program Descriptions; English Curriculum; Course Objectives; Course Content; Junior High Schools; Senior High Schools; Secondary Education; Literature; Composition (Literary); Language; Reading Instruction; Humanities; Dramatics; Speech; Journalism; Mass Media; Independent Study; Scheduling; Complexity Level

IDENTIFIERS

ABSTRACT
Fourteen program outlines of elective English curriculums, representing 13 school systems, are collected in one package to serve as a convenient resource for examples of elective programs in English--two junior high school programs and 12 senior high ones. For all of the programs, descriptions of the contents of individual courses, indicating their lengths, are provided. Types of courses described range from seminars on literary figures to workshops in which the students themselves determine what they study. Additional information given for some courses includes the rationale for initiating the elective curriculum, an account of the scheduling of the several courses, an explanation of "phases" which indicate skills needed for the courses, and the requirements for graduation. A bibliography of articles and guides on elective English programs is appended. (LK)

GPO 870-390

ED 041 182

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ELECTIVE ENGLISH PROGRAMS
IN
JUNIOR AND SENIOR HIGH SCHOOLS

Fourteen Program Descriptions

Compiled by Linda Kubicek
at
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National Council of Teachers of English,
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September 1970

AA000 590

English teachers and supervisors who are designing or revising elective programs in English often look to other school systems for ideas, for comparison, and for evaluations of such programs.* In response to requests for information on existing or proposed elective English programs, the ERIC Clearinghouse on the Teaching of English asked supervisors in large school systems for descriptive materials on electives in English.

This collection of 14 elective-English-program outlines is one result of our search. For all of the programs, descriptions of the contents of courses are given; for some, a rationale for initiating the elective program is included, as well as an explanation of the scheduling of the several courses.

The curriculums cited and described herein were gathered into this collection as they arrived at the Clearinghouse. The programs underwent no evaluation--their written descriptions, no editing--and, therefore, they are neither recommended nor decried by NCTE/ERIC. The program descriptions have merely been compiled into one package to serve as a convenient resource for examples of elective programs in English.

These samples of both junior and senior high school programs, mostly for the 1970-71 academic year, can provide information of the following kinds:

Length--Elective curriculums are based on 9-week courses, semester courses, yearly courses, or a combination of all three.

Content--The titles of courses and their content range from "Seminar on Ibsen, Chekhov, and Shaw" to an "English Workshops Program" in which students determine what they study and what projects they undertake.

Level--Elective programs for grades 10-12 are often "phased" to indicate the skills needed for the courses.

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*For discussions of the "elective"--in contrast to the "traditional"--English program, read "New Patterns from Old Molds" by Robert G. Carlsen and John W. Conner (English Journal, April 1962, pp. 244-49) and "To Vanish the Deadliest Game: A New English Curriculum" by Max Klang (English Journal, October 1964, pp. 504-15).

Graduation Requirements--Programs vary in allowing two, three, or four semesters of electives.

A current bibliography on elective English programs, prepared by NCTE/ERIC in August 1970 and indicating availability of items, is appended to this document.

ELECTIVE ENGLISH PROGRAMS

Part I: Junior High School

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Page 5 — Hampton City Schools, Hampton, Virginia--Remedial Reading is one elective course offered.

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Page 9 — Wakefield High School, Arlington, Virginia--The English program provides five 1-year courses from which students choose.

Part III: Twelfth Grade

Page 14 — Point Loma High School, San Diego, California--Eleven courses, each a semester in length, are available to seniors.

Page 16 — Wakefield High School, Arlington, Virginia--Students can design a full year of English from 23 nine-week elective courses.

Page 21 — Mitchell High School, Colorado Springs, Colorado--From among 11 elective "bands" for their senior year of English, students enroll in one or more.

Part IV: Senior High School (Grades 9-12)

Page 25 — West Lafayette High School, West Lafayette, Indiana--This five-phase elective program for grades 9-12 presents over 40 courses, mostly of 9-week duration.

Page 38 — Elk Grove Senior High School, Elk Grove, California--Students in grades 10-12 can choose from 25 semester courses.

Page 46 — Whitmer High School, Toledo, Ohio--Twenty-four phase-elective courses are offered each semester to sophomores, juniors, and seniors.

Page 53 — Englewood High School, Jacksonville, Florida--Semester courses in Mass Media, Reading for Enjoyment, and Mythology were the most popular electives during the first year of this English electives program.

Page 60 Madison Senior High School, Mansfield, Ohio--Various 9-week courses are offered as electives, but recommendations are given for students enrolled in business or vocational courses, for students who want only a general background in English, and for the college-bound students.

Page 71 Bridgewater-Raritan Regional School District, Raritan, New Jersey--A survey of 1,409 students indicated "enthusiastic support" for an elective program of 19 one-semester courses.

Page 81 Tyee Senior High School, Highline District, Seattle, Washington--Several 9-week electives are offered under the headings of Language, Composition, Literature, Reading, Drama, Speech, Communications, and Humanities.

Page 94 Sharon High School, Sharon, Massachusetts--Eleventh and twelfth graders take four English courses in one year.

PART I

JUNIOR HIGH SCHOOL

ELECTIVE ENGLISH PROGRAMS

Waterville Junior High School

Waterville, Maine

1970-1971

[This program is a continuation of the elementary individualized reading program. Classes meet for two continuous periods and are made up heterogeneously of both seventh and eighth graders.]

Students at WJHS will choose four different courses of language arts, one for each ranking term of the school year. Every course will include individualized reading and individualized spelling, writing, speaking, and independent and group activities and projects. Students must realize that they may not always get their first choices in selecting their four elective courses.

1. Journalism--Make your own class newspaper, visit a newspaper plant, watch movies! Using your own daily newspaper, you will take a close look at journalism as a part of a democracy, study advertizing, study parts of a newspaper and magazines, make comic strips and cartoons, write news articles, make field trips, and discuss current events. All cub reporters report to journalism class!

2. Sports--The thump of a football, the flashing of ice skates, the crack of a baseball on a bat; all this and more. Explore the world of sports through books, magazines, television, and film. Your activities will include sports-casting, writing reviews and editorials, interviewing sports figures, sports cartooning, and discussions of current sports events. Put yourself in the place of Bobby Orr or Joe Namath in this exciting fast-paced course.

3. Creative Writing--To be or not to be an author! This could be your aim. Writing can be fun and can open your door to fame. Would you like to write a novel, a play, or a short story someday? From one sentence beginnings through narratives, expositions, and short stories, this course will progress as you learn to express your ideas on paper. Get an early start...sign up now for creative writing.

4. Myths and Folklore--Ride on the winged chariot of the sun, kill the monster Grendel with your bare hands, fight along side Lancelot in the fore-front of King Arthur's army! Explore the legends that have stirred the imagination and blood of young people for the last two thousand years. Live again in your mind the deeds of might and valor, or heroines and heroes, of traitors and patriots. This course offers a stimulating and entertaining adventure in reading and writing.

5. Mysteries--Who dunnit? Was it the butler, the maid, or the "Redhead"? In this action-packed course you will meet the greatest spell-binders of the mystery world. Chills will run up and down your spine as you figure out from the "clue" who is the murderer. Plan your own "perfect crime." The flash of a knife in the alley, a scream in the dark, the ghostly shadow flitting away from the scene of the crime. Pick this course, if you think you can stand the excitement.

6. Short stories--How short is a short story? How long is the short story? The world of mystery, adventure, and humor is waiting for you. You will read short stories of your choice, discuss them, and dramatize them. You will study the authors to learn how their lives influences their writings...Now you are ready to write your own short stories. Some of them may sell -- who knows?

7. Man and His World--WHY? HOW? WHEN? Are you interested in what's going on in the world? Do you know what the problems are, and what's being done about them? Are there any bright spots? This course may offer activities using newspapers, magazines, films, field trips, and local speakers to show you how everyday events influence our lives! How can you make our a world a better place?

8. Biography--Will your biography be written and published some day? You will choose the people who interest you to read about in this course. It may be a baseball, basketball, football, or hockey person you study about. Would there be inventors, explorers, or political leaders you wish to know more about. We will read biographies of our choice by different authors to develop critical view points. This course involves reading, writing, and oral talks. You will write a biography and an autobiography.

9. Development of Our Language--What is the origin of your name? Do you know? The study of our language and how it developed, the linguistic approach to grammar, the use of the dictionary, writing using proper capitalization, punctuation, and sentence construction are all parts of this course of study. You will do some oral speaking, too.

10. How to Study and Research--Let's become adept at using the works of others to your advantage and do it easily! Make the library work for you. Interview well-known public figures and unknown little characters who escaped the public's attention. Become skilled at researcher's "shorthand" and delight in your ability to expand that "shorthand" into something exciting and readable.

11. Oral Communication--A good story teller is a popular person. He knows just what to say, and when to say it. You can be a good storyteller. You can emcee a banquet, win a debate, or be president of the club; discuss a television program, a movie, a trip or game; paint a vivid picture using words; or make puppets and put on a show after taking part in this course. You will move rapidly from giving advice on how to boil an egg to panel discussions on such topics as the dress code involving parents and teachers.

12. Poetry--Writing lyrics for your guitar, limericks, couplets, commercial jingles, serios verse, blank verse, nonsense poems are just some activities you can do when you join this class. Your professional skill will develop as you hear, read, and speak works of master poets and become acquainted with types of poetry, figures of speech, rhyme and rhythm. There will be recordings, tapes, filmstrips, and movies to see, hear, and make! You may even get some of your poetry published!

13. Famous Authors--Famous authors of the present and past will come alive to you as you become acquainted with their works and the details of their lives. Take an imaginary trip with Mark Twain down the Mississippi River, and a real trip with your teachers and classmates through the woods surrounding Thoreau's Walden Pond. A good imagination and a little "Yankee Ingenuity" will help you to make your book friends live again for your classmates, and they, in turn, will help you meet famous people.

14. Play Production--If you would like to become an actor, or director, or just work back stage painting scenery, doing make-up, or handling lighting of the theatre, then you must join us on stage. We will discover the history of the theatre; find out the parts of the stage; do charades and pantomimes; perform radio plays; and all take part in a one-act play, either on or back-stage, as a final project. Join up. This course offers some fun for everyone.

15. Radio and Television--Through first hand observation, visit a radio station or learn the skills of audio-visual education. Speaking and acting skills will be developed. Script writing and taping programs will become a valuable part of this course. Would you like to make your own radio or T.V. show?

16. American Folklore and Legends--Who is your favorite American hero? Lincoln? Kennedy? Martin Luther King? Or is your hero Paul Bunyan or John Henry? If you like the imaginary heroes of our country, you'll enjoy reading, listening to tape and records, viewing film-strips, and writing your own folk tales and legends. We'll even use music and movies to tune you in on characters like Casey Jones, Johnny Appleseed, or Sweet Betsey from Pike!

17. The Novel--The novel, from the Italian novella. This is fictional prose, usually long, and dealing with human experience through a series of connected events called a plot will be covered in this unit. We will study the structure and skills necessary for relating oneself to experiences of others. This course offers an inexpensive ticket to other times and other places.

Hampton City Schools

Hampton, Virginia

1969-1970

1. Name of Course: READING REMEDIAL/CORRECTIVE

2. Teacher Endorsement: Master's Degree with concentration in Reading encouraged.

3. Place in Curriculum: Elective for grades 7-12.

4. Prerequisite for Students: Lack of reading skill required to cope with reading on grade level.

5. Purpose; To aid student in development, improvement and maintenance of reading skill.

6. Student Appeal: Student should have his deficiencies pointed out to him, be encouraged to take advantage of the assistance the course will provide, but be allowed to make his own decision.

7. Structure and/or Content of Course: Courses are structured to meet needs of students participating. Emphasis is placed on:

A. Vocabulary development--word recognition and analysis skills, phonics, structural analysis, context clues, configuration, dictionary skills, syllabication, and others.

B. The development of comprehension skills--grasping main idea, remembering detail, sensing relationships, drawing conclusions, following directions (sequence), making inferences, making comparisons and contrasts.

C. The development of interest in reading and encouragement of wide range of reading.

8. Summer School: This course should definitely be offered in summer school. A course in reading speed may also be offered.

9. Basal Text: A wide variety of materials is used--no specific basic material.

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1. Name of Course: VOCABULARY, SPELLING, HANDWRITING

2. Teacher Endorsement: English

3. Place in Curriculum: Elective for grade 7

4. Prerequisite for Students: For students needing remedial help in vocabulary, spelling, and handwriting; not for capable students.

5. Purpose: To offer a concentrated course in the stated deficiencies.

6. Student Appeal: The course appeals to students weak in Language arts: it seems to have great appeal to parents of those students.

7. Structure and/or Content of Course: This is a full year course in which a program in each of the stated areas is pursued. In addition, the student follows a program of reading development. This course is in essence a specialized reading course.

8. Summer School: No

9. Basal Text: Ginn Vocabulary Program, Chartbook B
Amsco, Reading, Spelling, Vocabulary, Pronunciation, Book II or Book III
Harcourt, Brace, and World, Sound and Sense in Spelling, Grade 7
Zaner-Bloser, Writing Legibly, Grade 7
SRA Reading Lab. IIb
High interest reading books checked out from library

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1. Name of Course: LITERATURE APPRECIATION

2. Teacher Endorsement: English

3. Place in Curriculum: Elective for advanced students in grade 7.

4. Prerequisite for Students: Grade level, or above, reading ability

5. Purpose: To offer an enrichment course in literature for advanced readers.

6. Student Appeal: For students who like to read and write.

7. Structure and/or Content of Course: The course is presently based on the Scholastic Literature Unit Series, which offers approximately sixteen books in each unit based on a theme, e.g., courage, small world. The accompanying writing is often of creative nature.

8. Summer School: On sufficient demand.

9. Basal Text: Scholastic Literature Units available
Animals Grades 6-8

High Adventure	Grades 6-8
Small World	Grades 6-8
Courage	Grades 7-9
Family	Grades 7-9
Frontiers	Grades 7-9

****

1. Name of Course: CREATIVE WRITING

2. Teacher Endorsement: English

3. Place in Curriculum: Elective for capable ninth graders.

4. Prerequisite for Students: Selection by teacher on recommendation of English teachers

5. Purpose: To improve creative writing styles.

6. Student Appeal: Appeals to a select group of students who want to write.

7. Structure and/or Content of Course:
   A. Creative exercises
   B. Writing of stories, poems, and personal essays.

8. Summer School: Available upon student request.

9. Basal Text: J.N. Hook, Writing Creatively

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1. Name of Course: JOURNALISM

2. Teacher Endorsement: Journalism

3. Place in Curriculum: Electives, grades 9-12.

4. Prerequisite for Students: Mastery of basic skills in writing.

5. Purpose: To teach the journalistic style of writing, to provide practices in every type of newspaper story style, to acquaint students with mass media, and to explore career opportunities.

6. Student Appeal: To give practical experience in writing, layout, and newspaper editing to those students interested in publication work.

7. Structure and/or Content of Course: Combination of lecture and laboratory.

8. Summer School: No

9. Basal Text: Adams, Stratton, Press Time

PART II

AN ELEVENTH GRADE

ELECTIVE ENGLISH PROGRAM

Wakefield High School

Arlington, Virginia

1970-1971

The program being offered next year is as follows:
American Civilization Seminar--one year
Language, American Literature, and You--one year
Elective Themes in American Literature--one year
The English-Clerical Block--one year
The English Workshops Program--one year

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The English Workshops Program
(A 2 period course; 5 periods in 3 days)

A workshop is a place where people get together to do things. You will be able to determine what you study by forming and joining groups (workshops) which are undertaking certain projects, or by studying independently. Four teachers will be available to help you plan and work and to guide you toward completing your project. As soon as a project is completed, you may start a new project of your own, or join a group already in progress.

You might want to form a workshop to study films, and possibly make one; produce a TV program on our closed circuit TV; take a look at the "un-beautiful America" through literature; dig and make folk rock; study the evil, the mysterious, and the strange in literature; learn the techniques of research; or select an independent study project in an area that is not necessarily English-oriented. These are just some of the ideas that we thought might interest you. You are encouraged to alter our ideas to suit your interests and, most importantly, to bring your own suggestions. The program is for you.

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Elective Themes in American Literature

This course will be based around the traditional one class period of English each day. It is anticipated that much of the work of the course will be on an individual or small-group basis, rather than total class study of each of the itemized works. Writing and class discussion will be emphasized. The topics chosen are ones which are particularly relevant to the present day world; we will examine how American writiers of both the present and past have handled these themes. While each semester will center around the topics itemized below, other themes of particular relevance may also be studied,

as time and student interest permit.

First semester: The Journey Motif

Let's go "tripping"--with books, that is! Many of the most famous stories and novels in American literature involve a journey, a quest, an escape. Such "trips" often bring understanding and happiness--but sometimes disillusionment and death. Included will be Twain's Huckleberry Finn, Faulkner's The Reivers, Portis' True Grit, Melville's Moby Dick, Steinbeck's The Grapes of Wrath, Knowles' A Separate Peace, and numerous shorter works.

Second semester: Part I--Isolation

Do you ever feel like "dropping out" of society for a while? Many characters in literature have done just that, and their resulting isolation is a theme of many stories and novels. Sometimes such isolation can be a means to an end, such as self-knowledge, but other times it is an end in itself, resulting in disaster. Included will be Thoreau's Walden, Williams' The Glass Menagerie, Miller's Death of a Salesman, and numerous shorter works.

Part II--Death and Immortality

Is there an after life? If so, what form does it take? Should death be feared, looked forward to, or simply accepted calmly? Do you ever think of these questions? Surely you have, at some time, and they are much written about in literature. Included in our analysis of various views of death and/or immortality will be Death Be Not Proud, A Death In the Family, The Green Pastures, Our Town, and numerous stories and poems from allperiods of American literature.

****

Language, American Literature, and You
(5 periods of English in 3 days)

1st quarter will be geared to uncovering the students' understanding of language at work in literature.

--reading aloud from fiction and non-fiction, drama, and poetry onto tape to share with other classes. (Perhaps inaugurate a tape correspondence with nearby high schools and high schools in nearby states.)
--oral explication of poems
--oral explication of short stories
--storytelling: folk tales, ghost stories, and legends

Group prepared programs:
--choral reading, chamber theater, and readers theater
--excerpting passages from novels to describe the main character from a different vantage point.

Notebooks for vocabulary and literary terms will be initiated.

2nd quarter: A study of Huckleberry Finn will be followed by opportunities for short-range independent study (3 days, 1 week, 2 weeks). Numerous suggestions of periodicals, of short stories, of essays, and of poems will be available. Students will share with the class the end products of their efforts. (Various means of presentation: solo reading reviews, creating poems based on short story, creating short story based on poem; charts, or notebooks, etc.)

3rd quarter: The study of Thornton Wilder's The Bridge of San Luis Rey and "Our Town," and the study of Hawthorne's The Scarlet Letter will open the way to the fourth quarter's major independent study project and the sharing of same with the sharing of same with the class.

4th quarter: It depends largely upon you, the student. Have you come to appreciate more fully a literary work as an act: "a living presence conveying SOUNDS, MOVEMENTS, IDEAS, AND EMOTIONS?" Many possibilities lie before you! Do you accept the challenge?

Throughout the year a notebook on vocabulary and literary terms will be developed.

Emphasis will be upon oral interpretation of literature. Brief written exercises will be required prior to oral performance to insure better performance.

Independent study will culminate in the student's presentation of his project to the class.

Students will be encouraged to think, to listen, to air and share their own ideas; to show what they see in literature; to observe "literature" around them in everyday experience.

Final exam: Open book exam.

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American Civilization Seminar

The American Civilization Program combines U.S. and Virginia History and 11th grade English under two teachers and gives the student a credit for each course. The program is designed to help see the relationships between these two subject areas by studying and coordinating materials from all areas of America's development.

In studying America's development, its art, music and architecture and other related areas will be included to enrich the studies.

Basic research techniques, composition and other writing skills will be increased through a two-teacher evaluation system. Through the team teaching and double instruction periods, the teachers will have more time available for individual or small group instruction for those students needing remedial work. Some students with the ability and the desire may be involved in independent study programs planned jointly by the student and the teachers. Broad opportunities for in-depth reading in both subjects are also available.

Students are not required to be "academically gifted" to be included in this course. All enrollees, however, should realize that they will be expected to indicate a willingness to work.

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The English-Clerical Block

The English-Clerical Block is a program for 11th grade students who wish to enter office occupations. The course consists of instruction in: Communication and Basic Language Skills in all areas of English, Introduction to Office Services, Business Behavior and Psychology, Indexing and Filing, Receptionist and Telephone Training, Adding and Calculating Machines, Business Math, Duplicating, Record-keeping, Key Punch Operation, Office Practices, and Advanced Typewriting and Production Problems. The course meets two periods a day and carries two credits--one Business and one English. A student must have completed a year of Typewriting to be eligible for this course, but need not have taken General Business.

PART III

TWELFTH GRADE

ELECTIVE ENGLISH PROGRAMS

Point Loma High School

San Diego, California

1969-1970

Course Descriptions:

...Creative Writing: A highly individualized class dependent upon the individual teacher for its form. However, the class will consist of creative writing and an intensive study of good literature with the intent of learning techniques which have proven successful in the past. The class should study: several short stories (various forms), at least two novels (differentiated in scope and/or technique) and as many forms of poetry as time permits. At the same time the student will be given the opportunity to pursue his individual area of emphasis. A comprehensive study of an author or literary form, etc., will allow the student an area of scholarly concentration and will expose him to communication through formal composition.

...Contemporary Themes in Literature: Fidelity, dominance, guilt, boredom, incompatibility, deception, and expectation in relation to young adulthood will be explored.

...Shakespeare: A semester course in Shakespeare will cover selected sonnets, representative comedies, histories and tragedies. The number and particular dramas studied will depend on both the interests of the students enrolled and the preferences of the teacher. Some background material on the Renaissance and the Elizabethan theater will be included.

...The Novel: The novel as an art form will be explored from its inception with Richardson and Fielding to recently published novels. Representative works from different periods will be studied, including the realistic, naturalistic, stream of consciousness, and existentialist. English novels and foreign works in translation will be contrasted.

...The Negro in Literature: The major objectives of this course are
To teach students literary structure--point of view, imagery, figures of speech, language, narrative method, and other components of the traditional study of literature--through the study of literature by Negroes;

To understand how Negro literature reflects its historical background.

To compare and contrast themes developed by Negro authors with those developed by other writers.

...Modern Poetry: The course will attempt to suggest ways of approaching the interpretation of major British and American poets of the 20th century. Emphasis will be on analyses of styles and thoughts of representative voices from Hardy and Robinson to Crane, Wilbur, Hughes, and others.

...Science Fiction: Science fiction is a literary type particularly relevant to modern young people. They stand on the frontiers of a fantastic universe of mind and space in an age that demands totally new and disciplined ways of thinking. This course is designed to introduce the student to the inner dimensions of classic and contemporary science fiction. Through reading, discussion and analysis of Jules Verne, C.S. Lewis, Ray Bradbury and many others the student will explore a world of serious adventure, profound thought and free-wheeling imagination. He will be encouraged to try his own hand at writing science fiction and freeing his mind and imagination from the encrustation of accepted-ideas-only.

...Modern Media of Communication: Books, photographs, films, newspapers, magazines, television, and radio are a few of the devices which shape our way of thinking. This class will examine these media and help the student to develop a critical attitude toward them. The student will be encouraged to try out the priciples in his own thinking, speaking, and writing.

...Survey of World Literature: A course for those who do not want to concentrate on one type of literature or on one period. The course will cover the major landmarks of literature in drama, poetry and prose from Greece to the present day. Students will concentrate on English and European literature, but will read some selections from both Oriental and American literature for purpose of comparison.

...The Short Story: The course will attempt to survey and analyze short stories and novellas. Some treatment will be given to the development of the genre, although emphasis will be on the modern voice in shorter fiction. Works studied will include selections by Flaubert, Chekhov, Kafka, Lawrence, Bellow, O'Connor, Barth, and others.

...The Lost Generation: A study of the new generation which emerged after the First World War. Stein, Hemingway, Ford, Fitzgerald, and Picasso may be considered as to their position in the development of literature and the arts, qualities of style, techniques, attitudes, and philosophical ideas.

Wakefield High School

Arlington, Virginia

1970-1971

All seniors must choose one of the following three course program to fulfill the Senior English requirement.

1. English 12 Elective Program — 1 year

This program offers a group of nine-week courses from which you may elect and design a full year of English (i.e., four nine-week courses). The following courses have been offered during the 1969-70 academic year and will give you an example of the range of the current program.

1. Survey of English Literature and Composition-Part I
2. Survey of English Literature and Composition-Part II
3. Survey of English Literature and Composition-Part III
4. Survey of English Literature and Composition-Part IV
5. Greek Mythology and the Old Testament
6. The Comic Spirit-Focus on British Writers-Part I
7. The Comic Spirit-Focus on British Writers-Part II
8. Chaucer's Canterbury Tales
9. Black Literature-Part I
10. Black Literature-Part II
11. Independent Study
12. Grammar: Prescriptive and Descriptive
13. The Elizabethan Age
14. Shakespeare
15. Man's Humanity to Man
16. The British Novel
17. I Know What I like
18. Senior Composition-Part I
19. Senior Composition-Part II
20. The Short Story: The Men, The Themes, The Techniques
21. The Tragic Vision
22. The Political Animal
23. Man in Conflict: Public vs. Private Loyalties

Please note that only three or four courses can be taught during any one period of the school day. Therefore your ultimate choice of courses will be limited by the period that you have scheduled for English. Some of the above courses may be dropped and new ones will be added for the academic year 1970-71.

2. World Literature 1 year

In this course students read and discuss representative world literature from such foreign writers as Homer, Sophocles, Cervantes, Ibsen, Chekhov, Strindberg, and Pirandello, and representative selections from English literature including Swift, Shakespeare, and Conrad. The writing in the course includes practice in taking systematic notes, making outlines, and writing well supported essays and tests. Opportunities are provided for optional field trips to Washington theaters. Students are encouraged to lead discussions and to analyze critically the ideas and techniques of each work.

3. Art-English-Music Seminar 1 year

Two credits: English-one; Art-one-half; Music-one-half
Prerequisites and Criteria: None
Description: Art-English-Music Seminar is designed to help students feel and understand the reality of the arts as relevant to their existence and as exciting and profound statements of man's highest aspirations. Periodically, specialists in the various arts are invited to discuss and demonstrate their art, and tours are arranged to visit Washington artists and performing groups. As in regular English 12, attention is given to the history and development of the English language, including historical semantics, and to the elements of style in composition.

Class members can expect some expense for the purchase of tickets and for out-of-county transportation-estimated to be about $50.00 per year.

Instrumental music may be accepted in lieu of the seminar music offering.

GRAMMAR: PRESCRIPTIVE AND DESCRIPTIVE- 9 weeks

Students will write sentences and short paragraphs. They will learn to identify constructions, to distinguish between sentences and clauses and phrases, to subordinate or emphasize an idea, to express ideas in parallel constructions, to recognize and correct ambiguities, to recognize and eliminate wordiness and dangling modifiers, and to insure coherence.

THE SHORT STORY: THE MEN, THE THEMES, THE TECHNIQUES- 9 weeks

The short story, beginning with the fables of Aesop, has become an increasingly effective way of exploring the meaning of human experience. In this study we will investigate the background of the men and the times that produced the story. Beginning with Robert Louis Stevenson and including the Russian Tolstoy, the German Kafka, the Irish Joyce, with emphasis on the English writer, you will have an opportunity to write an expository paper and a creative short story.

THE TWENTIETH CENTURY ENGLISH LITERATURE- 9 weeks

This will be a survey course of the major English literary figures of the

Twentieth Century. Among the authors to be studied will be T.S. Eliot, George Bernard Shaw, Dylan Thomas and Aldous Huxley. One major paper and two book reviews will be required.

SENIOR COMPOSITION- 1 semester (second semester only)

The fundamentals of good writing. How to decide what you want to say before you try to put it on paper. How to write clear sentences that build into clear paragraphs. A study of form. Each student will engage in a project--essay, short story, long poem--during the second half of the course. Individual help will be provided. Associated reading and critical discussion is involved. The structure of the formal college paper will be reviewed late in the year.

THE POLITICAL ANIMAL

The composition of our government is a result of the choice of individual citizens. The strength of any democracy lies in the informed participation of an educated society. This course will attempt to study " man as a politician," the influences upon the politician and the people who elect him. In what way are the struggles of the "political animal" common to every man? What are the disparities between the public image and the actual person? The course will focus primarily on the literary presentation of the politician in two works, Allen Drury's Advise and Consent and Robert Penn Warren's All the King's Men. These works and others will be studied for their quality as literary works in presenting the "Political Animal." One major paper and two reviews of two additional novels will be required.

I KNOW WHAT I LIKE- 9 weeks (first semester only)

This is a study of that elusive quality called "Taste." What rules for behavior and appreciation has man organized to make his societies go? What do we mean by " Culture"? Can a man live successfully while disobeying these rules? Since Art mirrors Life, how do man's art forms--Painting, Literature, Music--demonstrate the things he finds good? Ranging through the opinions expressed in the Bible, Chaucer, Shakespeare, Milton, Purcell, Chesterfield, Cardinal Newman, the Victorians, Oscar Wilde, and the moderns, we will try to find some consistent thread that tells us what is good and right. Reading, listening, much discussion will be involved. Practice papers will be required.

THE ELIZABETHAN AGE- 9 weeks

What? Study about Queen Elizabeth? Nine weeks? How? This,by far, is the most vital, interesting, influential age of English literature. Queen Elizabeth is, perhaps, the greatest woman who ever lived. In this course we would be examining not only Shakespeare, but the economics, politics, social structure, husbandry, and art of this period. Reading selections would include two Shakespearian plays, one of Johnson or Marlowe, one play of the period independently read, and one historical, political, social or economic view of the age. Writing would parallel student reading.

MAN'S HUMANITY TO MAN- 9 weeks

The writer as a social critic does a service to mankind by recognizing

deficiencies in the state of the society, pointing out these deficiencies, and giving direction for the necessary reforms. Reading, discussion, and papers would be concentrated on three major works: a play by Aristophanes, Swift's Gulliver's Travels, and Cervantes' Don Quixote.

THE TRAGIC VISION- 9 weeks

The Greeks gave the world the tragedy as a form of drama. Since then men of all ages have found it to be a magnificent tool for delving into the mystery of life. Unifying themes, such as man's desire to determine his fate by using his free will, will be investigated in such works as "Oedipus Rex", "King Lear," "Ghosts" as well as other major tragedies. Several expository papers will be required.

SURVEY OF ENGLISH LITERATURE AND COMPOSITION- 1 year

This course is designed to give students an opportunity to study in depth the following works: Beowulf, Canterbury Tales, Hamlet, Paradise Lost, Eighteenth Century Satire, Romantic Poetry, Victorian Poetry, a Hardy novel, Secret Sharer and Saint Joan. This chronological approach to English literature includes brief historical coverages of each period. At the conclusion of each literary work, an expository composition is required on an aspect of the work. During each nine week period. outside reading is assigned to parallel the work in class. A controlled term paper is required during the third nine week period. Students are given an opportunity to strengthen in vocabulary through a work power unit in the second nine week period.

GREEK MYTHOLOGY AND THE OLD TESTAMENT- 9 weeks

Both works are landmarks in World Literature and as such have dominated to a great extent our English language and literature. We will study the great stories of both works in an attempt (1) to learn thoroughly the main facts of the stories (2) to learn the symbolism of the stories, where there is any (3) to compare the stories where the stories are obviously similar and seem to come from a common source (4) to learn how deeply these stories have permeated our language and literature, and (5) to study the language of The King James Bible as an aid to writing. Writing will spring from subject matter and consist of short papers.

NEGRO LITERATURE- semester

The negro literature course would be designed to help students view the black writer as a valuable contributor to the body of world literature and as an important commentator on 20th century society. It would be organized on a semi-independent basis and would concentrate on recent works by African and American black writers. In addition to each student's individualized program of reading and writing about his own reading, the class as a whole would study several major works, possibly including Demby's Beetlecreek, Kelley's A Different Drummer, Ellison's Invisible Man, Wright's Native Son, Hime's The Third Generation.

CHAUCER'S CANTERBURY TALES- 9 weeks

Chaucer's Canterbury Tales mirrors Chaucer's England, its people, thoughts, learning, and folklore. More importantly, perhaps, it contains one of the finest collections of characters (the pilgrims) and stories in World Literature. We intend, in this course, to study the characters and tales for (1) the pleasure they give us and (2) the insight they give us into Chaucer's England. The stories will be taken as one unit; the pilgrims and their adventures on the trip as another. Writing will spring from subject matter and consist of short papers.

THE COMIC SPIRIT - FOCUS ON BRITISH WRITERS - 9 weeks

This course is organized on a semi-independent basis, with approximately one group project (major novel or play) per month, in addition to one independent project with report or paper every two or three weeks. About three days per week devoted to independent work, and two to small-group or full-class discussion. Course would consist of a study of comedy in its various forms: plays, novels, movies, T.V., cartoons, short stories, and others. What does a response of laughter mean? What view of life underlies comedy? Relation of comic spirit to tragic. Opportunity for original writing of comic sketches, stories, plays. Literature could include selections by Aristophanes, Boccaccio, Shakespeare, Congreve, Moliere, Sheridan, Goldsmith, Fielding, Dickens, Shaw, Wilde, Steinbeck, Heller, Swift.

Mitchell High School

Colorado Springs, Colorado

1970-1971

Senior English-Elective Bands

All literature electives as well as the companion requirement of Advanced Composition each carry one credit.

Students may enroll in more than one elective band, and they may select the preferred one for required credit.

Advanced Speech 12 elective

The course will focus on training students who wish to participate in composition, festivals, and civic or service club speaking. The demand for students to appear at organizational meetings is great; therefore, the assignments would be topics to be developed and refined for speeches for entertainment, information, and tribute. Vocabulary building and the use of visual aids would be skill improvement included in the course. Students in this advanced course could render service to Colorado Springs.

Drama III

The students will study tragedy and comedy as well as the history and development of the theatre . The playwright's structure, style, and content may be evaluated in oral or written discussion. Materials are from the early Greek and Shakespeare to be compared with modern American and English drama. An analysis of the values of drama comes from a study of Aristotle's Poetics discussion of the interrelation of the actors and the audience in the theatre.

Semantics 12

The emphasis on precise word meanings helps the student to be accurate in his spoken and written expression. Americans need an understanding of word etymology including the origin, history, and changes of meaning. The scientific age has influenced man's need for a comprehensive knowledge of how language works for him; sometimes he needs to recognize the levels of humor or seriousness as well as the power and value of propaganda. Several media used are TV, magazines, films, books and speakers.

Mythology 12

The need for an understanding of the origin of many ideas passed down to modern readers may be satisfied with an intense study of mythology. The media varies from films, slides, art, music, magazines, papers, television, and books. A study of the epic, tragic, and modern hero gives insight to stock problems and themes in literature from the ancient oral to the present written form.

Satire 12

The subtleties of the various levels of humor help the student to understand satire and its purpose to improve conditions for mankind. The types of selections include novels, essays, poems, cartoons, sayings, dramas and epics from early British periods to modern American. Special emphasis is on the political and social goals of the satirist.

Comparative Classical Literature

Literature of several literary periods from ancient to modern are read and discussed from a comparative viewpoint. The choice of selections are epic, drama, essay, story, poems, and psalms from Greek, Biblical, British and American literature. The student recognizes similarities in writer's ideas about the problems and conflicts in different cultures through the ages of civilization.

Multi-cultural Literature 12

The purpose of the course is to explore ideas presented in literary genres from several cultures-European, Oriental, Negro-as they have contributed to and become interrelated with American ideas on literature. Readings include biography, drama, poetry, and fiction, which are often presented from a humanities approach. The Negro and his blues, as well as the Japanese and their brief, philosophical haiku are examples of the course content.

Mass Media

An educated person needs an understanding of mass media such as radio, TV, cinema, magazines and books. Analysis is not limited to the content but delves into technique, devices and potential. Practice in writing scripts, acting parts, and criticizing works add to appreciation of modern media.

Poetry III

Poetry study is from an analytical approach so that different levels of interpretation include both the literal and intended meanings. Contents are British and modern works from early Anglo-Saxon to the Twentieth Century. Genres include the epic, sonnet, lyric, and ode. The themes are followed from their origin to the present and compared with music of the same periods. Some views about power, love, patriotism, war and the good life give every-

one an opportunity to see the universal ideas which one may apply to daily life.

Fiction

Students read several novels for thematic study and discussion. Comparison of language, style, and structure are the general focal point. The other arts and disciplines are used for comparison of ideas and techniques studied in the novel and short fiction. Course content ranges from established classics to contemporary writers of England and America which correlate with fiction studies in 10th and 11th courses.

Advanced Placement

The completion of the honors courses is the advanced placement, which is a college freshman course. The student may gain college credit, advanced standing, or credit and standing at the college of his choice. The contents are as follows: the epic, tragedy, comedy, short and longer fiction, and dialogues and essays of a critical and philosophical nature. All of these are to be studied in depth and the independent study approach is expected. A student makes his decision for the depth and the extent of his study. The AP test in May is international, and the utilization and distribution for the course is at the discretion of the colleges; the distribution and placement depend upon students' choce; teacher recommendation, grades and writing, performance which the colleges receive from the AP test.

PART IV

SENIOR HIGH SCHOOL (GRADES 9-12)

ELECTIVE ENGLISH PROGRAMS

West Lafayette High School

West Lafayette, Indiana

1970

A PHASE ELECTIVE PROGRAM IN ENGLISH

In the past all students have been required to take eight semesters of English; and, with the exception of students in special courses, all students were assigned the same eight courses in English. Even though teachers made attempts to individualize instruction, the lock-step approach to education suggested that all students progressed at the same rate, had the same needs, and expressed the same interests--which, of course, isn't true. Therefore, in order to approach the process of learning in a more realistic way, the English staff has formulated a plan that will:

1. Allow the student to play a more responsible role in determining his educational goals.

2. Capitalize on the assumption that students are most motivated to learn when they are free to study what they feel will be most beneficial to them.

We respect the ability of the student to make wise choices. And we feel that proper guidance from parents, teachers, and counselors will be provided whenever necessary under the proposed phase elective program in English.

The new plan will require all non-college bound students in remedial courses (Fundamental English I, II, or III) to take only seven semesters of English. Some of these courses may be electives--depending on the student's readiness and willingness to participate in regular course work.

All college bound students will be required to take a minimum of eight semesters of English--just as in the past. However, instead of being assigned all of the eight semesters, students will be assigned only three. From over forty courses described in the attached booklet, students will be able to select the remaining five semesters of work. To allow for more selectivity, most of the courses have been arranged in nine week units, rather than in semester units. Two nine week courses constitute one semester's work. A projection of the plan looks something like this:

Academic Year	Assigned Courses (Semester I)	Elective Course(s)(Sem. II)
Freshmen	Humanities I	ELECTIVES
Sophomores	American Literature	ELECTIVES
Juniors	English Literature	ELECTIVES
Seniors	ELECTIVES IN HUMANITIES	ELECTIVES

The English courses in the new plan are described in terms of phases:

Phase 1 courses are designed for students who find reading, writing and speaking quite difficult.

Phase 2 courses are for the most part introductory courses. They are created for the average student who needs an orientation to particular reading, writing, and speaking skills which students are expected to demonstrate in high school. Phase 2 courses are designed to give students the basic skills they will need in approaching more sophisticated tasks at the upper grade levels.

Phase 3 courses are organized for those students who can perform reading, writing, and speaking tasks in the introductory courses successfully. It should be assumed that those enrolled in this phase should be able to analyze works such as The Old Man and the Sea and Huckleberry Finn, and communicate their ideas clearly in writing and speaking.

Phase 4 courses require that the students be able to demonstrate a good command of the language in writing and speaking and that they be able to analyze the more sophisticated literature taught in the high school and that they be able to communicate ideas about literature convincingly. Students in Phase 4 course should be able to write good essays.

Phase 5 courses are designed for those who have an excellent control of basic skills and have the ability to handle abstractions quite well in reading, writing, and speaking. Phase 5 courses are created for highly advanced students in English.

Courses in the curriculum will be identified as Phase 1, Phase 2, and so on, or as appropriate for students within a range of phases: Phases 2-4, Phases 3-5.

Please examine the course descriptions on the attached pages. Carefully select those which you feel would benefit you the most. Before submitting your English schedule for the next school year, confer with your parents and your English teacher about the elective courses you have selected.

Every attempt will be made to give you your choices for electives. However, in the event that scheduling you for your preferred choices becomes an impossibility, your alternate choice will be used.

REQUIRED COURSES IN ENGLISH

Grade	Number	Course Description	Time
9	101	Fundamental English I	36 weeks
10	103	Fundamental English II	18-36 weeks
11	105	Fundamental English III	18-36 weeks

For students who need special help in reading and writing, Fundamental English will provide opportunities for individuals to progress at a slower, more deliberate rate than prescribed for other English classes. Very basic skills in reading and writing will be stressed. SCAT and STEP scores, student conferences, and teacher referrals are used to determine admittance into these courses. For some students, Fundamental English courses will be temporary. Once a student has indicated a readiness to do work in regular English he will be guided in selecting Phase 2-3 electives.

9	200	Humanities I	18 weeks

Students will study famous Greek, Roman, Germanic, and Indian mythology, with several related works in painting and music. Tolkein's The Hobbit or Lord of the Rings will also be covered.

Considerable time will be devoted to writing.

10	300	American Literature 1865-1965	18 weeks

Samples of American writers from 1865-1965 will be studied. Major novels will include Huckleberry Finn, To Kill a Mockingbird, and The Old Man and the Sea. Three main writing assignments and a unit on semantics will be included.

11	400	Early and Modern English Literature	18 weeks

Students will study works such as Beowulf, Canterbury Tales, Hamlet, and Brave New World, and a series of contemporary short stories. In addition to the study of individual works, the course is aimed at contrasting past and present cultures as mirrored by literature.

For the first nine weeks of the first semester, senior students should select one of the following courses:

Phase 3-5	302	Humanities II "Social and Political Responsibility"	9 wks.

What are man's responsibilities within his society? Has he accepted the challenge of making this place a better world in which to live? In this course, man's acceptance or rejection of political and social responsibilities will be viewed in the study of several works from the time of Socrates to the present.

Phase	Number		Time
3-5	304	Humanities II "Man: Study in Self" Man sometimes tries new approaches to living in order to find out more about who he is and what he believes in. At times, man discovers that his condition warrants change if he is to find himself--and happiness. This course chiefly concerns literature in which the main character struggles for identity.	9 weeks
3-5	306	Humanities II "Man's Beliefs" Many men believe in a god, although in diversified ways. Some believe that man is supreme; others believe that no one or no thing is supreme. What causes man to believe or not believe in a god or a religion? Through the arts, this course will explore various ways in which man has expressed his beliefs about deities.	9 weeks
3-5	308	Humanities II "Search for Perfection" Often providing guides for mankind are those who seek perfection through the arts. Although most endure severe hardships and discipline, many realize the rewards of their strife. Students in this course will study the type of creative artist whose whole life seemed to be a search for perfection in sculpture, art, music, or literature.	9 weeks

For the second nine weeks of the first semester, senior students should select one of the following courses:

310	Humanities III: "In Conflict" Man often comes in conflict with others in his society when he tries to stand up for what he believes in. Often he refuses to sacrifice his values and so he pays the price--whatever his society doles out to him. This humanities course is chiefly concerned with the theme of man's inner conflicts in accepting or rejecting his society.	9 weeks
312	Humanities III: "Unreality" How does man know when he is trying to escape? Man often accepts illusion because he cannot distinguish between reality and unreality. On the other hand, man sometimes seeks the unreal. This humanities course is chiefly concerned with man's perceptiveness and willingness to accept what is real.	9 weeks
314	Humanities III: "Struggle with Man" Man struggles to find lasting relationships, but so often he fails. He has a need for others, yet he cannot always control the	9 weeks

Number	Course Description	Time
	temper of a relationship with others. Must man resign himself to living alone? Or can he reach out and share with others? These two questions will be explored in this course.	
316	Humanities III: "Pressures" Around man are many forces which influence his own state of happiness. What are these forces? How can man identify them? How can man dictate a response to them? How can man behave as an individual and not a robot?	9 weeks

ELECTIVES IN ENGLISH

Phase	Number	Course Description	Time
1-2	201	Speech I: Principles of Oral Communication This course is designed to give the student confidence and skills in articulating his ideas as well as an understanding of the basic principles of communication through numerous oral presentations, including informative, persuasive, television, and impromptu speeches.	18 weeks
1-2	202	Speech IA: Principles of Oral Communication The objectives in this course are similar to those in Speech I, but with primary focus on the aspects of delivery, posture, fluency, vocal and physical animation, and confidence. The student is expected to present several speeches and participate in frequent oral exercises.	9 weeks
2	204	Speech IB: Principles of Oral Communication This course is designed for the student who has achieved at least adequate skills in oral delivery. Its primary focus is on working with basic concepts of oral communication content and audience persuasion through the presentation of several persuasive type speeches.	9 weeks
1-4	206	Developmental Reading Developmental Reading is an individualized course to help the student read with less difficulty. Depending on the needs of the students, some of the following will be emphasized: vocabulary skill building, speed reading, comprehension, and methods of studying assignments. Students should expect to double their present rate of reading and improve comprehension.	9 weeks

Phase	Number	Course Description	Time
2	208	Basic Grammar, Usage and Writing: This course will include the study of basic parts of speech, sentence structure, usage, punctuation, expansion and reduction of sentences to improve writing style.	9 weeks
2	210	Short Fictional Works Approximately four weeks will be devoted to studying the short story. The remainder of the course will be studies in contemporary poetry. Small group discussions about contrasts in theme, form, and language will be frequent.	9 weeks
2	212	The Novel Three novesl will be studied: A Separate Peace by John Knowles, When Legends Die by Hal Borland, and one other novel selected by the students and the teacher. Basic characteristics of the novel--such as setting, mood, structure, characterization, and development of theme--will be discussed. Students will be expected to write two interpretive essays, pass two essay examinnations, and complete vocabulary work taken from the assigned readings.	9 weeks
2-3	214	An Introduction to Drama Students will be expected to read Shakespeare's Julius Caesar and six other plays of their own choosing. Stress will be given to techniques for reading and approaches to analyzing dramas.	9 weeks
2-4	216	Dramatics and Oral Interpretation This should appeal to students interested in performing in activities such as one act plays, dramatic scenes from great plays, poetry readings, and pantomimes.	9 weeks
2-4	218	Mass Media The course will consist of comparative studies of media techniques in presenting news, commentary, features, and advertising. Students will be required to subscribe to a newspaper for the extent of the course. Field trips will be taken to a TV and radio station, a newspaper plant, and a publishing house. Guest speakers will be invited to lecture on given aspects of the mass media.	9 weeks

Phase	Number	Course Description	Time
2-4	220	Film Production Two types of film production will be required in this course: a creative art film and a documentary film. In addition, students will study film techniques, film composition, and film editing. Teams of film-makers will be expected to pay for film and developing.	9 weeks
3	318	A History of the English and American Language and A Survey of Early American Writings This course should be interesting to those students who would like answers to the following questions: What and where did our language evolve from? How do words change in meaning? How do "new" words come into the language? What is the difference between American English and British English? What do euphemisms tell us about ourselves? Early American literature will sample writers such as Poe, Hawthorne, Melville, Emerson, and Thoreau in addition to early Puritan authors.	9 weeks
3	320	Three American Novels The three American novels assigned in this course are The Caine Mutiny, Fahrenheit 451, and What Makes Sammy Run? In all three novels there is a strong element of suspense. All three deal with issues, ideals, and problems that would be interesting to most high school students.	9 weeks
3	322	Modern American Drama and Poetry Studies in drama will involve major works by Eugene O'Neil, Tennessee Williams, and possibly one other American dramatist. Modern American poets such as Sandburg, Williams, Jeffers, Masters, Frost, and Cummings will also be studied. Students will be expected to write two analytical essays and present one oral interpretation of a work.	9 weeks
3-4	324	Principles of Reasoning and Oral Argument This one semester course concerns techniques of reasoning and argument through the analysis of advertising, argumentative essays, speeches and propaganda. Students taking this course should be able to use basic speech skills adequately.	18 weeks

Phase	Number	Course Description	Time
3-4	326	Language Review This is primarily an individualized course in which students can select various language areas for self-improvement; spelling, vocabulary, punctuation, grammatical usage, and syntax. The materials for this course are specially prepared tapes and test booklets, geared so that students can progress at their own rates. Techniques for proof-reading and revising sentences will also be studied.	9 weeks
3-4	328	Experimental Writing The object of the course is to compose two booklets of personal writing. One booklet will deal with writings about self: what one feels in a very personal way. The other will concern experimentations with various forms of poetry.	9 weeks
3-4	330	Indiana Literature Although the course will emphasize well-known Indiana writers, modern Hoosier authors will also be read. Students will be expected to write one research paper in which primary sources are used.	9 weeks
3-4	332	Basic Argumentation in Writing Being able convincingly to support an argument and winning the respect of the reader will be major goals in this course. In addition to studying various methods of development, students will also be expected to revise their works for unity and continuity.	9 weeks
3-4	333	Journalism In addition to studying journalistic techniques for writing various types of newspaper stories, students will also study advertising, make-up, organization, and management of newspapers. Through reviewing the history of journalism and establishing personal contact with those currently working in the field, students should be able to gain a deeper insight into the business and art of journalism. Contributions to the Scarlette will be frequent.	18-36 weeks
3-5	334	Modern Fiction Studies This should appeal to any student who would like to have an opportunity to read extensively. One text will be assigned reading: others will be selected by the student. Students will be expected to read at least four books and write two papers.	9 weeks

Phase	Number	Course Description	Time
3-5	335	Independent Programming for Students (IPS) This course is designed for the student who wants to design his own course in order to work in-depth with one topic over a semester's time. Seniors may initiate their own plan; other students must be asked/invited to participate in this course. See your counselor for details about requesting this course.	18 weeks
4	402	English Literature from 1790-1900 Major writers from the Romantic and Victorian periods of English literature will be studied in this course. In addition to the study of individual works, the course is aimed at examining reflections of past cultures as mirrored by the literature of the times. Revolutions in science, social reform and education--as well as themes concerning alienation--were much a part of the scene as they are today.	9 weeks
4-5	404	Seminar on Ibsen, Chekhov, and Shaw In the study of three modern dramatists, emphasis will be placed on three themes: "Ibsen's Contribution to Modern Drama," "Shaw's Use of Drama for Social Reform," and "Themes of Alienation in Works by Chekhov." Five to eight plays will be read, with two papers being assigned.	9 weeks
4-5	406	A Seminar in Modern Poetry This course will concentrate on techniques and trends in modern poetry. Receiving most stress will be writers who have done the majority of their work since the 1940's. Students will be expected to analyze poetry carefully as well as submit several works of their own. Several authors will be invited to participate in the course.	9 weeks
4-5	408	American Novel Seminar This course is geared to the very perceptive reader and writer. Three novels which will be covered are: Moby Dick, Look Homeward Angel, and All the King's Men. Three major writing assignments based directly on each of the novels will be given.	9 weeks
4-5	409	Speech III: Advanced Public Speaking This course is designed to give the student more sophisticated skills in oral content and	18 weeks

Phase	Number	Course Description	Time
		delivery. Students taking this course should have already performed superiorly in a Speech I level course. The activity of the class will focus on the analysis of different type audience situations and the preparation and presentation of persuasive speeches to fit the given situations. Additionally, the student will work with radio/television, discussion and argumentative techniques.	
4-5	411	Speech IV: Advanced Dramatics and Oral Interpretation This course is a follow-up to Speech II. Its primary focus is on working with the more sophisticated elements of interpretation and acting through the presentation of humorous, dramatic and poetic selections, choral readings, reader's theatre, and theme recitals. It also focuses on theatre techniques, and play production. It combines a significant amount of student activity, in the form of presentations, with a lesser amount of evaluating theatre concepts and techniques.	18 weeks
4-5	413	Forensics This is a two semester course designed for the academically superior student who has already demonstrated above average abilities in oral communication and research. Students taking this course will be expected to prepare and present original speaking events in inter-scholastic competition. The primary focus of the class is achieving excellence in the skill areas of research, organization, argument and persuasive speaking through debating a current, controversial issue. Additionally, time is spent working with the techniques of impromptu and extemporaneous speaking and original oratory.	36 weeks
4-5	414	Creative Writing This course is intended for the serious student in writing. Most emphasis will be on writing descriptive narrations: vignettes, science fiction novellas, short stories, scripts for documentaries, and children's stories will be optional choices.	9 weeks
4-5	416	African Literature Attention will be given to the literature written by Negro Africans of sub-Saharan Africa. The course should contribute to a true picture of Negro Africa and the attitudes,	9 weeks

Phase	Number	Course Description	Time
		content, and styles common to African literature and thought. Focus will be on recent works written in the English language.	
4-5	418	Afro-American Literature Students will be expected to do extensive reading of works such as Division Street, America, The Invisible Man, The Autobiography of Malcolm X, The Learning Tree, Blues for Mister Charlie, and Why We Can't Wait. Common themes concerning the Black Revolution will be discussed, and independent writing projects will be required.	18 weeks
4-5	420	Shakespeare In addition to studying three plays by Shakespeare, the students in this course will also receive a background on the Elizabethan theatre.	9 weeks
4-5	422	Humanities IV: "Man's Challenge" Today man is challenged more and more by the environment he lives in. Often he feels his world is absurd because he witnesses so much violence, mental disturbances, lack of individuality and general lack of concern for others. This humanities course is chiefly concerned with those artistic expressions which call attention to man's challenge.	9 weeks
4-5	424	Humanities IV: "The Theme of Alienation in Russian Culture" Many Russian writers and artists have presented man as being alienated from environment, from society, or from his own soul. In some cases the alienation may be coped with easily. In other cases it is not. The purpose of this course is to examine how various Russian artists attempt to project the alienated life that man sometimes leads.	9 weeks
4-5	426	Humanities V: "Social Awareness" Within our society we are becoming increasingly aware of the plight of the poor, the Black, the oppressed worker, and problems of youth. The purpose of this humanities course is to examine various past and present sources which were initiated to create a social awareness of problems needed to be solved.	9 weeks

Phase	Number	Course Description	Time
5	502	Humanities IV: "The Human Condition" Man alone--man in a humdrum existence--man alienated from his fellow man: these are common themes of the human condition. This humanities course is concerned with descriptions and possible answers to questions embedded in the above themes.	9 weeks
5	504	Humanities IV: "The Destiny of Man" This is a comparative literature course which deals with fictional characters who are trapped by fate. Sinister, even evil, forces of environment work against man in most of the literary selections. A life-affirmative question militated by the consequences in the stories is: What can man do to combat the forces which try to destroy him?	9 weeks
5	506	Humanities V: "Study in Consciousness" This is a course in comparative literature dealing with man's awareness of self through the examination of foibles of fictional characters. Readings will appear light and even humorous, but the condition of the characters may be described as sad or even pathetic.	9 weeks
4-5	508	Humanities V: "World of Fancy" Folklore, dreams, leisure time, daydreams all provide man with the opportunity to explore the world of fancy. This world is often a temporary escape, just as television is. Many artists and writers create such a world purely for enjoyment--with no deep meanings behind the fancies. But their similarities to real life are often amazing and will be studied in this course.	9 weeks
5	510	Humanities V: "French Free Spirit" The purpose of this course will be to examine the free spirit of the French culture as expressed in literature and art.	9 weeks
5	512 513	Great Books Seminar This is mainly a reading and sharing course. Part of the course will be devoted to assigned readings; the other part will be devoted to individualized reading. In the seminars, students will compare and contrast the relevance of ideas in the Great Books to attitudes expressed in the present. Works by Milton, Socrates, Plato, Aristotle, Thoreau, Melville, Tolstoy, Turgenev, Voltaire, and other outstanding writers will be possible targets of study for this course.	9-18 weeks

Phase	Number	Course Description	Time
5	515	College Composition Actually this is the 103 English Course at Purdue University. One or two students selected by the English teachers of English literature may take this course for high school credit in English. Special arrangements are necessary.	18 weeks

Elk Grove Senior High School

Elk Grove, California

1967-1968

To meet graduation requirements, all students are required to successfully complete two semesters of English 10 or English 10-Speech and also two additional semesters for which they are to select from a specified list of electives. Each of the courses on this specified list is one semester in length. In making selections students should be guided by their own genuine interests since the ultimate decision will be theirs. However, they should choose with care and heed the suggestions of their English teachers, their counselors and their parents. It should be understood that all three of the major areas of English, that is literature, composition, and language study, will be included in each of these semester electives. The course title, however, will suggest which of the areas will receive greatest emphasis in each case.

English 10- Required of all Sophomores
Prerequiste- None

This course is comprehensive in nature, encompassing all of the language arts including reading skills, literature, composition, listening, speaking, grammar usage, and language study. In addition to the broad aims of this course is the more specific aim that students, by being exposed to each of these areas, will be enabled to make better judgments regarding their own needs and interests.

English 10- Speech- Available in lieu of English 10-Sophomores
Prerequisite- None

This is a full year course designed to meet the English requirement. It is intended for those sophomores who have a particular interest or need in the area of speech. The course is divided into two one-semester courses as follows:

a. Beginning Public Speaking- This is a semester course designed to help sophomore students overcome the difficulties of public speaking. The course deals with overcoming stage fright, planning and delivering short speeches, reading aloud, making reports, and the oral interpretation of literature.

b. English 10- This is a semester course, similar in content to the full year course entitled English 10. However, of

necessity, the units in the various language arts will have to be somewhat abbreviated.

Semester Electives That Fulfill the Basic English Requirement for Graduation.

Students are to select a minimum of two of these, usually to be taken in the eleventh year. Sophomores may also take these courses, but not in lieu of English 10. College bound students are urged to elect four of these courses. Prerequisite- None.

Modern English Grammar

This course will survey some of the modern studies of the English language. Students will examine several systems of grammar and apply them to real-life reading, writing, speaking and listening situations. Systems studied will include a continuation of structural-descriptive linguistics in Patterns of English by Paul Roberts, transformational grammar in English Syntax also by Paul Roberts, and other shorter units on more recent grammars by Nelson Francis, Noam Chomsky, David A. Conlin, and others. Study of the history of language and dialects will also be featured.

New Approaches to Expository Writing and the Term Paper

This course should have appeal to students who like to deal with ideas. Time will be spent reading and discussing the essay writing of authors past and present. Students will be encouraged to keep a daily journal which affords them the opportunity to react to some of the ideas they encounter and to also engage in daily writing practice. In addition, students will be introduced to the new rhetoric, the new Case-Book approach to preparing the resource paper, and the longer term paper involving library research and note taking. Part of the course will be devoted to a review of previous learnings in the realm of rhetoric including the topic and subtopic sentences, transition between paragraphs, specific and concrete details, loose and periodic sentences, and diction.

New Approaches to Imaginative Writing

Students will be engaged in a creative writing workshop in this course. They will write short descriptions or vignettes, narration, short fictions, essays, and poetry, experimenting with a variety of styles and forms. They will also study the styles and techniques of successful writers, particularly those using the recently described cumulative sentence and paragraph. Students will also be encouraged to keep daily journals to afford them the opportunity to have daily writing practice and to also explore new ideas they encounter.

Survey of Great Poetry, Old and New

This course will survey some of the great poets of the World in the 19th and 20th centuries. Emphasis is placed on poets of the past twenty-five

years. An emphasis will be placed on helping students to learn to understand and enjoy poetry. In addition to reading and analyzing selected poems, students will hear recordings of poetry read or sung by the poets themselves, professional readers, or ballad singers. Visitations from San Francisco's Poetry Center will be planned. Students who are interested will be encouraged to write short poems.

20th Century Short Fiction

This course is an introduction to the art of short fiction-- the art of the writer as the creator of an experience, and the art of the reader as the recreator of that experience. Students will consider the major aspects of fiction in general (plot, character, point of view, tone, setting, theme, etc.). The interrelatedness of these aspects will be stressed as students read stories by writers who stand among the masters of the art of short fiction.

The Literature and Mythology of Greece

This course will deal with the origin and meaning of the myths of ancient Greece and their constant reappearance in literature up to modern times. Students will also read some of the major literary contributions of the early Greeks including The Illiad, The Odyssey, Oedipus, and Antigone.

Fictions of the Future

Many thinkers have asked: What kind of a world are we creating? What kind of a world will man inhabit in the not-so-distant-future? What might its society, economics, politics, etc., be? Some writers have shown us utopias, some anti-utopias. This class will discuss some of these. Among works to be considered:

1984, George Orwell
Brave New World and Brave New World Revisited, Aldous Huxley
A Clock Work Orange, Anthony Burgess
Time Machine, E.G. Wells
Revolt in 2100, The Puppet Masters, Robert Heinlein
Farenheit 451, Ray Bradbury

Science Fiction and Fantasy

The study of works of science fiction and of fantasy in this course will emphasize the relationship of such writing to current scientific ideas and it is hoped that this will prompt careful, critical reading and discussion. Some of the works that might be studied include:

The Hobbit, J.R.R. Tolkien
The Invisible Man, H.G. Wells
I. Robot, Isanc Asimov
Sands of Mars, Arthur C. Clarke
Visit to a Small Planet, Gore Vidal
Tunnel in the Sky, Robert A. Heinlein
R.U.R., Karel Capek

The Martian Chronicles, Ray Bradbury
and selected shorter works by Nathaniel Hawthorne, Edgar Allen Poe, Jules Verne, Mark Twain, Henry James, Rod Serling, and others.

20th Century Plays

The class will briefly survey the dramatic literature of the 20th Century. The development of literary styles and the effects dramatists have had on society will be noted. The class will read, discuss, and, when possible, see the plays of masters like Shaw, O'Neill, Ibsen, Miller, Williams, Wilder, and Albee. Attempts will be made to make the plays more meaningful by means of classroom readings, visiting speakers, and the use of recordings, and films.

Humor in American Literature

This course is intended to provide an appreciation of American literary humor by presenting its variety from its beginnings in the 17th Century to the present. It will include those works childishly playful, as in nonsense rhymes and tall tales, and those serious in effect, dealing with the gravest problems of man and society. Among the authors and works to be included are:

The Satires by Benjamin Franklin
The Adventures of Huckleberry Finn, Mark Twain
Lanterns and Lances, James Thurber
Sketchbook, Washington Irving
Humorous Verse, Ogden Nash

In culmination, the course will consider the causes and the effects of humor.

The Study of Mass Communication and the Film as an Art Form

Students will be concerned with the viewing and criticism of television productions and films, foreign and American. The analysis of purpose and technique will be primary. Sergie Eisenstien's Film Form and Film Sense and Marshal Mcluhan's The Media Is the Message will be major texts.

In addition, students will study the role of the mass media in modern society. Reference will be made not only to the film and T.V., but also to the newspaper, the magazine, and radio.

The American Novel

As in all literature classes, a major objective in this course is to help students develop greater insights regarding life. In addition, the instruction should enhance the likelihood that students will continue to read American novels after graduation. The course might be developed chronologically or around pervading themes. Suggested writers and works from which teachers and students might select include:

Deerslayer, James Fenimore Cooper
The Scarlet Letter, Nathaniel Hawthorne

Moby Dick, Herman Melville
The Rise of Silas Lapham, W.D. Howells
The Portrait of a Lady, Henry James
The Red Badge of Courage, Stephen Crane
Sister Carrie, Theodore Dreiser
The Octopus, Frank Norris
The Great Gatsby, F.Scott Fitzgerald
For Whom the Bell Tolls, Ernest Hemingway
The Grapes of Wrath, John Steinbeck
A Separate Peace, John Knowles

Shakespearean Plays

This course will provide a study of several of the plays by Shakespeare including the histories, tragedies and comedies. Extensive use will be made of films and recordings and attendance at performances of Shakespearean plays in this area will be encouraged.

Selections will be made from among the following: As You Like It, A Midsummer Night's Dream, Richard II, Othello, Macbeth, The Winter's Tale, Hamlet, King Lear, Henry IV part I, Henry IV part II, Henry V, Much Ado About Nothing, and Twelfth Night.

The Novel In Europe And England

"Great novelists are great to some extent because they deal with great ideas." Dealing with the great ideas to be found in the novels produced in England and on the continent, students in this course will be concerned with the close reading and analysis in class of a few of these works. In addition students will be asked to engage in self-directed reading among some of these works as their interests lead them.

Included among the works from which the instructor and students might select are the following:

Pride and Prejudice, Jane Austin
David Cooperfield, Charles Dickens
Heart of Darkness, Joseph Conrad
Lord of the Flies, William Golding
Don Quixote, Miguel de Cervantes
Madame Bovary, Gustav Flauvert
Jane Eyre, Charlotte Bronte
Tess of the d'Urbervilles, Thomas Hardy
The Forsyte Saga, John Galsworthy
The Stranger, Albert Camus
The Trial, Franz Kafka
Crime and Punishment, Fyodor Dostoevsky
War and Peace, Leo Tolstoy
Death in Venice, Thomas Mann
The Brothers Karamazov, Fydor Dostoevsky

Other titles, upon which the instructor and students agree, will also be made available.

The Study of the Bible as Literature

In view of the importance of the Bible in the cultural heritage of the Western World, its place in literature is paramount. By studying Biblical imagery, symbolism, and allegory, students will be better prepared to recognize and understand the allusions to Biblical matters so frequently encountered in literature.

Representative of some of the work of the course will be the Book of Job which provided a classic treatment of the theme of undeserved human suffering the shepherd image as traced in the 23rd Psalm, and the exploration of sentence rhythms and structures as developed in St. Paul's statement on Charity in I Corinthians I:13.

Group Discussion and Debate

Included in this course will be the study of semantics, propositions, evidence, and the composing of arguments used in speaking. In addition, the fundamentals of the critical analysis of literature, the effective presentation of debate and group discussion, and the processes of research and composing will be stressed. Group discussion will include the analysis of plays, novels, and poetry in addition to the analysis of various pressing social problems in modern society.

Oral and Written Communication

This is a course in which the composing process in both written and oral communication will be stressed. Students will be led to discover ways in which statements, whether written or oral, can be made with the greatest effectiveness. Specifically, the course will include general semantics or the emotional effect of language on people, rhetoric or the effectiveness of expression, research and the gathering of evidence, the organization of thought, the study of the effectiveness of expression in works of literature and in important speeches, and finally, student presentations in both written and spoken forms, and both formal and informal situations. Included among these latter may be the oral interpretation of literature, impromptu speaking, and prepared speeches and short papers designed to analyze, to persuade, to inform, to illustrate, to argue, etc.

The following courses are additional electives offered by the English Department. It should be noted that they are all two semesters in length and that they do not fulfill the basic English requirement except by special permission of the Credit and Scholarship Committee.

Journalism 1- Sophomores, Juniors and Seniors
Prerequisite-Teacher or Counselor Approval

This course consists of the fundamentals of newspaper writing and production. Included in news writing, editorial composition, feature construction, newspaper layout, make up, and circulation.

Journalism 2- Juniors and Seniors
Prerequisite-Journalism 1 or the approval of the instructor.

This course consists of the practical application of the skills and knowledge gained in Journalism 1. Students will have laboratory experience in putting a publication together by publishing the school's newspaper.

Developmental Reading-Sophomores, Juniors and Seniors
Prerequisite-Counselor and teacher approval

This is a basic reading course stressing word attach skills, basic phonics, comprehension, and reading for meaning in all subject areas. This course is intended only for those students who are anxious to improve their reading skills.

Drama- Sophomores, Juniors and Seniors
Prerequisite-None

Drama is an academic subject in which students specialize in the discussion, reading and production of plays. (Students are expected to have at least high school reading ability so that they will encounter no extra problems in reading scripts.) Students may specialize in acting, directing, make-up, costuming, and other aspects of drama.

They are expected to participate in actual dramatic productions which may be presented to the public. Their work is evaluated on the basis of academic classwork as well as dramatic production work.

Advanced Drama- Juniors and Seniors
Prerequisite-Drama or permission of instructor

Course content quite similar to that offered in Drama Course. However, the work will be on a more advanced level.

Stagecraft-Sophomores, Juniors and Seniors
Prerequisite-Approval by teacher

This course is intended to prepare a group of students to take charge of all of the technical aspects of the Little Theatre. Students will learn basic carpentry skills in building scenery and a basic knowledge of electrical circuitry in working with theatrical lighting equipment. Those more artistically inclined will design scenery and lighting effects. All students will be expected to participate in the painting of scenery. This is a good course for those who would like to develop a composite of technical and artistic skills.

Advanced Oral Communication-Juniors and Seniors
Prerequisites-English 10, Speech or Oral Communication

Complete review of Oral Composition, group discussion, and debate with special emphasis on semantics and preparation for the Sacramento Forensic League.

The Humanities in America-(elective-one semester) Sophomores, Juniors and Seniors
Prerequisite- None

The Humanities in America is a course designed to broaden the individual student's horizons and experiences in American art, literature, music, and history. The study centers around a major theme in 20th Century American culture--the 1920's and 1930's--and stresses the interrelationships of the four subject areas to this theme.

Whitmer High School

Toledo, Ohio

1970-1971

Rationale for Curriculum Change

The English department of the Whitmer building has long felt that in order to be consistent with Whitmer's philosophy of fostering student involvement and self-direction in the learning process, it should offer a wider choice of courses upon an elective basis. Curriculum expansion and student choice are necessary ingredients in involving students in the freedom and responsibility of decision making.

The members of the department now feel that they are prepared to offer a broader curriculum based upon 24 elective courses for each semester. Semester courses offered on an elective basis allow a curriculum to expand its offerings adequately within the physical and financial limitations of the department.

It has been found that students able to select from a wider range of courses are more likely to be highly motivated to become involved in their own learning. They will have the opportunity to select those courses they consider to be of genuine interest and importance to them. Students will be exposed to more concepts in greater depth. Semester courses will eliminate unnecessary repetition and constant overlapping of materials.

Semester courses will allow teachers with specialized competencies to demonstrate these special talents to a greater number of students. Although the teachers realize that the development of the courses will involve expansion of materials to be used, they are willing to commit themselves to the program.

Semester courses based upon relevant concepts is the final step toward a concept-centered curriculum as defined in a Title III program. Elective courses in grades ten through twelve offer freedom of choice and decision making to the students.

Explanation of Phases in the Nongraded Program

Since the placement of students in classes in the nongraded program is by phases, and this method and the term "phase" has not previously been used in scheduling in our school, we are offering the following explanation and hope that this will aid each one to better understand the method of placement in classes.

A phase is a particular level of learning for a student. Each student has different capabilities of learning. He might have an especially high interest and skill for science and mathematics, and be an average student in the humantities. We feel that each student should be in a class where he can progress at the rate he is capable of doing.

With phasing, we plan to have most of our courses designed to include three or four levels of ability. A student will be placed in the phase according to teacher recommendation, achievement and previous grades. The phases will be one through five. An explanation of each is as follows:

Phase Five: This level of learning is our highest. It will involve students taking course work at the college level, such as a science seminar, or an advanced placement course in math. This phase would include students who have scored the highest in certain areas of their achievement test.

Phase Four: The subject material in this phase is designed for students who are above average. Most of the phase four students will be students who will for the most part be college bound, and the courses at the phase four level will be designed primarily for the college-bound students, especially in the academic area. Students at this level of learning will be going into more depth in the courses they are pursuing than the average student.

Phase Three; This phase is primarily designed for the student of average ability. This should also be understood that this will include the great majority of our students. Many students who fall in this range will also be college bound. This range could also include those students in vocational, business, and those who are taking a general course.

Phase Two: The subject matter designed for this level of learning is primarily aimed at infusing the basic skills. Students who are assigned to this level of learning are students who have been a little below level in their accomplishments compared with the average student. He will not necessarily be considered a student who has had a great deal of difficulty, but additional help is needed to bring him up to the level of the average student.

Phase One; This phase is designed for students who have particular needs. Students who have had a great deal of difficulty would be assigned to this level. Classes in this area will be small so that individual help can be given by the teacher.

If a student is placed in a particular phase, it does not mean he has to stay there permanently. Once he shows that he is progressing and has learned the materials and the concepts at that particular level, he will then move up to the next phase.

Language Arts

The framework of the English department program in the Whitmer building has been organized into a phase-elective curriculum based upon semester

courses. Students on all levels will have a greater variety of courses to select from during their three years in the Whitmer building. A communication course will be the only course required of all students except those who elect beginning speech.

Communication
Phases 2,3,4 Required of all students except those who elect Introduction to Speech. Does "fog" or "static" interfere with your clear reception of ideas? We will investigate how thoughts and ideas move from "sender" to "receiver" and what roles are played by each. Even though our world has been made smaller by electronic communication, we still haven't bridged the gap between each other. Let's see what we can do about it. 1/2 credit. One semester.

American Literature
Phases 3,4 Survey. This course surveys the history of American literature and observes the forces that have molded our literature, such forces as Puritanism, the American Revolution, transcendentalism, the Civil War, and the growth of the West. Although all types of literature will be studied, particular emphasis will be placed upon short story as an American contribution to the field of literature. 1/2 credit. One semester.

The Bible as Literature
This course is designed to present the King James version of the Bible as one of the world's most important pieces of literature. It will show the considerable impact of the Bible on English language and literature and its far-reaching influence in the field of art, music, architecture as well as in the daily lives of people. 1/2 credit. One semester.

Black Voices
Phases 2,3,4 We will listen together to the black voices that have much to say to us. In this course we will discover how the Negro has expressed himself in spirituals, rock lyrics, poetry, folk stories, novels, and drama. One semester. 1/2 credit.

British Literature
Phases 3,4 For seniors. Survey. The purpose of this course is to give the student a knowledge of the effect of history on literature. A sampling of the literature of the most prominent British writers is included in the survey from "Beowulf" to the modern age. Students are expected to evaluate, criticize, and compare literature of various authors and different literary periods. 1/2 credit. One semester.

Change
Phases 2,3,4 Are you going to be able to cope with the 70's? Can you survive the changes that are rushing toward us? This course will show you what writers of the past predicted and what present writers are predicting. You will be exposed to

different media in order to discover the many areas of change that do and will influence your lives. Together, let's face uncertainty and meet the changes that will challenge all of us. 1/2 credit. One semester.

Composition

Basic Composition

Seniors. The basic course emphasizes the skills of composition: functional grammar, sentence structure, and punctuation. Vocabulary building and a study of diction are included. The writing includes definition, criticisms, evaluations, persuasions, arguments, and process compositions. 1/2 credit. One semester.

Advanced Composition

Seniors. This course is for those students who have successfully completed Basic Composition or who can show proficiency in basic skills by a writing sample. The course concentrates on experiences most likely to be needed in college: the synopsis, the critical review, the precis, the research paper, and the short story. 1/2 credit. One semester.

Creative Writing

Phases 2,3,4,5

Do you want to "do your own thing" with words? How would you like to get your ideas on paper? This is a course for those of you who have something to say and want to find a way to say it. You will be encouraged to enter your work in contests or for publication. 1/2 credit. One semester.

Conflict of the American Dream

Phase 2,3,4 Have you ever heard someone say "America is the land of opportunity? Anything is possible for anyone here!" Through literature we will explore this belief and others by examining the criticism and defense of political, social, and economic equality in the United States. We will look at the problems of various people and ourselves in hoping to realize the "American Dream." 1/2 credit. One semester.

Good and Evil

Phases 3,4 Seniors. The problem of good and evil expressed through man's literature represent our constant desire to differentiate the men in the " white hats" from those in the "black hats." A study of good and evil in literature makes us more aware of our own possibilities and what our world around us means. 1/2 credit. One semester.

Growth of the English Language

This course will contribute to the student's understanding

of the growth and development of the English language from Anglo-Saxon times to today. It will show the extensive borrowing of words from modern languages, as well as from the classic languages. Changes in and additions to meanings will constitute a major portion of the course. 1/2 credit. One semester.

The Hero
Phases 3,4

Seniors. We become that which we admire. The hero-worshipping instinct in all of us revelas much about our society. Out war heroes, entertainers, political and religious leaders, as well as our athletes, exemplify what we think worthwhile. The study of the hero in literature traces our "progress" from the "naked ape" to "superman." 1/2 credit. One semester.

Humanities I
Phases 4,5

This course examines modern man and his culture in the areas of art, music, literature, sculpture, philosophy and religions of man from 1840 to the present. A great emphasis is placed on appreciation of the fine arts and "thinking" man. 1/2 credit One semester.

Humanities II
Phases 4,5

This course is a study of Greek, Roman, English, German, Italian, and French contributions to the culture of Western Man. Primary emphasis is placed on the Italian Renaissance. Major areas of concentration are sculpture, art, and thought of the period from 1300 A.D. to 1600 A.D. 1/2 credit. One semester.

Humor
Phases 2,3,4

What's funny about being funny? Is it fun to be funny? This course will look at what man has laughed at through the years. We will see how man has used laughter to make fun of our social and political institutions and how man has used laughter to keep his sanity. We will make use of cartoons, comic strips, essays, short stories, joke books, and even music to prove our point that laughter is essentiai to our lives. 1/2 credit. One semester.

JOURNALISM

Newspaper

Beginning: This course is open only to juniors upon recommendation of their English teachers. Its objective is to teach newspaper organization, the journalistic style, and the business aspects of newspaper publishing. Full Year - 1 credit.
Advanced: Only seniors who have successfully completed beginning journalism or have secured permission of the advisor may elect this course. Practical application of the training and background obtained in the basic course is applied to production of the school newspaper. Full year - 1 credit.

Yearbook

This is a workshop course in yearbook production open only to juniors and seniors upon recommendation of their English teachers. The course includes preparation of the yearbook for publication, selling of advertising to help defray costs, and promotion of sales to the student body. Full year - 1 credit.

Romanticism and Realism

Phases 3,4 Seniors. "Revolutionary," "individualistic," "liberated," "imaginative" all describe the romantic writers and their "new" attitude toward life. This course studies these exciting men and their works, relating their ideas to our "new" idealisms. Realism stresses a "tell it like it is" attitude. Twentieth century literature reflects both romanticism and realism showing us how we project both in our ideals and lives. 1/2 credit. One semester.

Shakespearean and Elizabethan Drama

Phases 3,4 Seniors. Do you want to become involved in some of the greatest experiences ever presented on a stage? Why have the plays of Shakespeare survived through three centuries? With some "blood, sweat, and tears" you will expand your understanding of man, his emotions, his problems, his hopes as shown in Shakespeare's powerful drama. 1/2 credit. One semester.

Social Injustice

Phases 2,3,4 Are you concerned with what man has done to man? What have novelists, dramatists, and poets done to make the world open its eyes to the injustices committed by mankind? If you feel that the older generation hasn't heeded "man's inhumanity to man," perhaps it's your turn. 1/2 credit. One semester.

Speech

Introduction to Speech

Non-phased Would you like to forget your fears about speaking before a group? A course in speech will enable you to express your ideas to others without hesitancy. You will learn effective techniques of presentation through informative, demonstrative, persuasive, and entertaining speeches. Also included will be impromptu and extemporaneous speaking, group discussion, and oral interpretation of literature. 1/2 credit. One semester.

Advanced Speech Arts

One year course for 1970-1971 school year only. Prerequisite: Completion of Introduction to Speech with a grade of "C" or better. Advanced Speech will investigate speech pathology and therapy, the international phonetic alphabet, historical acting styles, modern theatre and drama. Organization and analysis of ideas and research will be stressed. 1 credit. Full year.

Drama Workshop: Acting and Directing

A workshop course that will give individuals an opportunity to perform either as actor or director through actual theatrical presentations is available each semester. A series

of one-act plays selected, directed, acted, and produced by members of the lcass will be presented throughout the semester to English classes. 1/2 credit. One semester.

Drama Workshop: Scenery Design

This workshop requires students to help build sets for stage productions each semester. The work involves carpentry, painting and other craft processes. Home projects are required as well as after-school production. 1/2 credit. One semester.

The Supernatural

Phases 2,3,4

Are you fascinated by tales of ghosts, witches, demons, robots, Martians, or moon-people? Great authors have expressed themselves in stories of fantasy and ideas beyond comprehension. This course should make us aware of the possibility of the probable. 1/2 credit. One semester.

Debate

This course is provided for all students interested in participating on Whitmer's debating team. Instruction is given to both beginning and advanced debaters in technique, style, evidence, logic, and argumentation. Emphasis is placed on participation in actual tournament debates on Saturdays. Full year- 1/2 credit.

Individual Events

This course is provided for all students interested in the individual aspect of the speech team. Training is offered in extemporaneous speaking, oratorical declamation, humorous declamation, dramatic declamation, and original oratory. Students learn to interpret cuttings from plays, effectively deliver speeches written by other people, write their own orations, or speak convincingly on current event topics. Individual events students participate in Saturday contests in their fields of concentration. Full year-1/2 credit.

Englewood High School

Jacksonville, Florida

1970-1971

The English department of Englewood High School instigated an experimental English program one year ago. In this program, over thirty different English courses are offered. Most of these courses are on a semester basis offering one-half credit for their successful completion. In addition to semester courses, the department teaches yearly courses in Humanities I and II, Drama Workshop, Acting, Advanced Placement English, Journalism I and II, and English Communications.

All incoming sophomores are required to take one semester course in writing and one in grammar. As juniors, the students must take American Literature or Studies in American Literature. Any English course in the program may be chosen as their other semester English course. Seniors are required to take English Literature or any literature-content course for one semester, with the remaining semester open once again to a free elective.

During this, the first year, the most popular English courses have been Mass Media, Reading for Enjoyment and Mythology. Over half the eligible students chose to take these courses as their free electives. Many juniors and seniors, largely college bound, have taken Composition II as a background course. This particular writing course includes the studying of the techniques of writing the term paper and its written completion.

The designation of a I or II following the course title does not indicate that the former is a prerequisite of the latter. Instead the Roman numeral refers to the degree of difficulty of the course and appeals to the level of student ability. In addition, phasing in the form of a course number preceding the course title has been introduced. [The higher the number, the more advanced the course.]

If an innovation in a free English curriculum on a semester basis has been demonstrated, it is not in the scope or content of the courses, but rather in the very flexible scheduling that has been enjoyed this year. There has been no additional money in the county budget for hiring additional units, so in order to reduce the size of the writing classes to slightly over an average figure of twenty students per class, the literature survey classes have been overloaded.

Each period, at least three classes in literature and four elective courses are offered. At the end of the semester, the students in these classes switch. Every period must also offer at least two language courses and three writing classes so that an exchange of students to available spots in the schedule is possible. To fill out the remainder of the schedule, teacher planning periods and full year courses are inserted to maintain the balance. This is difficult, but not impossible, without the use of a computer. Each course inserted in the master schedule beyond this balance must be carefully considered so that the second semester will find an open spot in the English program within that same time period--and in the area of study that the student had previously selected.

Students have adapted to the program extremely well and in a recent survey 87% of them indicated that they prefer the new program to the old. Grouping students in an arbitrary manner has been almost eliminated with the new curriculum, and whatever grouping still prevails takes place according to the student's interest level. The new program is ungraded in all but a few courses and this too has proven satisfactory.

The program has been endorsed at the county level, by the administration, and by the participating teachers. The plan for this curriculum will be utilized during the 70-71 school year and is being viewed with interest by other schools within the system.

James J. McNamara
Head of English Department

English Department recommendations:

College-bound Students	Terminal Students	General Courses
Logic	Mass Media	Speech I
Humanities II	Reading for Enjoyment	Speech II
**Composition II	Mythology	Drama I
**Creative Writing II	Humanities I	Drama II
*Advanced Grammar	**Composition I	Journalism I
*Modern Grammar	**Creative Writing I	Journalism II
Mythology	*Pre-Business Eng.	Bible as Literature
Speed Reading	English Communications	Contemporary Lit.
Adv. Placement English	*Basic Grammar	Non-Fiction
		Short Story
		Novel
		Poetry
		World Literature

Phasing

134 American Literature Survey (Required of all Juniors)
A course of study that traces the ideas in literature of our nation

Phasing

as reflected in the works of our major writers. The course will point out the evolution of current American thought by showing the relationships of various philosophies of the past to our modern culture. Starting with Englishmen writing in America, this course will progress through the stages of American writings into the twentieth century, treating the intrinsic value of literature as well as its philosophical content.

357 Studies in American Literature (same as above-Higher level course)

451 English Literature Survey (Required of all Seniors)
This course will point out the development of English Literature beginning with the Anglo-Saxon period. The student will be asked to look closely at the language, church, social structure and government and how each area is reflected in the literature as well as treating the literature of the nation for its intrinsic value. One research paper is included in the course as well as individual oral reports. Novels by English authors are required reading for book reviews and reports.

351 Dramatic Literature (10-12)
An appreciation course dealing with the history and literature of the theatre. A broad background in the styles and forms of stage productions will be covered in the study, using the chronological approach to the eight major periods in dramatic development.

251 Drama Workshop (10-12) (One year-one credit)
A workshop course in the elements of play production. Skills behind the stage will be emphasized along with acting skills, and the course will include the production of several plays. Students enrolling in this course should be prepared to spend hours after school.

252 Acting (11-12) Prerequisite:Drama Workshop. (One year-one credit)
An advanced course in acting technique, with emphasis on character development, movement, articulation and projection.

241 Speech (10-12)(Public Speaking)
A general speech course which includes a study of how basic speech sounds are produced. Formal and informal speaking, discussion, debate, and oral interpretation will be recognized and encouraged. Assisting the student to develop ease in speaking before an audience will be an underlying consideration.

352 Speech II (11-12) (Debate and Argumentation)
A more specific speech course which emphasizes public speaking, discussion and debate, dramatic oration, and oral interpretation. Because the student has developed skills in Speech I, most of the classroom time will be spent speaking before the class.

358 Journalism I (One year-one credit)
A course concentrating on specific skills of various types of

journalistic writings, including: editorials, news stories, features, etc. Student will be assigned each of the above in order to increase his skills in these areas. This course is a prerequisite for Journalism II, description following.

452 Journalism II (12) Prerequisite:Journalism I (One year-one credit)
Students enrolled in this course are charged with the actual writing and publication of The Rampage, Englewood's student newspaper. All phases in newspaper production are covered and experienced by the students from the gathering of news and features to the actual sale of the paper to the student body. To be eligible for this course, the students must have successfully completed Journalism I.

231 Pre-Business English (Open to juniors interested in Business Education Courses)
A course designed for all students planning to pursue business education at Englewood. The course will treat usage and the mechanics of our language as demanded in the business field. Formal grammar, capitalization, punctuation, and business research will be stressed.

341 Humanities I (12) (One year-one credit)
A course designed as a survey of Western culture bringing into focus previous courses in English, history, or the arts. Areas of study will include art and music appreciation and the major trends in Western literature and thought.

456 Humanities II (11-12) (One year-one credit) Advanced Humanities
A course designed for the Advanced Student as an introduction to the arts as they reflect the major philosophical movements in Western Civilization. The survey includes the major cultural epochs from the Egyptians to the present with major emphasis on modern philosophy.

131 Creative Writing I (10-12) Limited Class Enrollment
A course in which only the most basic ingredients for writing creatively are incorporated. Emphasis in the course will be on self-expression. (Mechanical skills in writing are desirable but will not be necessary for success in this course.)

353 Creative Writing II (10-12)
A comprehensive writing workshop designed for students with some recognizable talent for writing. The course will cover all of the essential elements of poetry, short story, and other prose selections. A course requirement will be a finished creative work submitted during the semester.

132 Composition I (10-12)
A course designed to train the non college-bound student in written composition. The specific areas to be covered include usage, sentence and paragraph structure, verb density, develop-

Phasing

mental vocabulary, research techniques, and the development of logical, coherent, critical papers.

354 Composition II (10-12)
An advanced course designed to introduce the college bound and interested student to the area of composition which is required for success in college. Special areas of emphasis include research techniques, writing the research paper, the development and presentation of documented and critical papers, and the personal essay. Recommended for success in the Arts and Sciences Division of universities.

121 Basic Grammar (10)
A basic course in traditional grammar as studied in junior high school. Parts of speech, phrases, clauses, and sentence parts will be treated fully. Recommended for students who have not mastered the mechanics of grammar.

342 Advanced Grammar (10-12)
Course will include a review of English Grammar with stress on the traditional approach and terminology and showing the relationships and function of words in English. This study will help the student understand basic generalizations and word patterns of our language structure, enabling him to handle it with assurance.

355 Modern Grammar
A high-level course investigating the newest theory of language linguistics. The study will include a careful search of how the human sound is produced, treat the grammar advanced by the linguist, and the regional dialects of our nation. Also included in the course will be a history of the English language. Recommended for students who had previous success in the field of language arts.

151 English Communication (Open to sophomores by appointment only, One year-one credit.)
A pilot course in English emphasizing the communicative skills of reading and writing and oral discourse. The course is conducted with an equal sharing of classroom time with a qualified reading instructor. Students are encouraged to read and evaluate from a wide selection of sources reflecting a variety of interests.

551 Logic (10-12)
The course will be an excursion into clear, logical reasoning as reflected in speech and writing. Students will learn to spot faulty reasoning via use of syllogisms, recognition of slanted views and propaganda methods, and to avoid these pitfalls by full application of clear thinking methods.

552 Shakespeare (10-12)
A course dealing with the life and times of our greatest English writer as well as his timeless writings. A close look will be

given to his plays as well as his poetic writings of a non-dramatic nature. Recommended highly for college-bound students interested in the college liberal arts field.

242 Mass Media (10-12)
A course that will investigate all popular media of mass communication, to include: television, movies, magazines, and newspapers. This study will include alook at propaganda methods and "slanting of the news" as well as studying the media in appreciation as to its form. Requirements for the course will necessitate an available television set and attendance at current movies. Reports and assignments will be made in each of these areas to be completed outside of class.

133 Reading for Enjoyment (10-12)
A course designed to treat contemporary, popular teen-age works. As the title suggests, this course's main objective will be to instill in the student a desire to read. Group work and student involvement will be the bynote of the course. Although various literary types will be covered, the novel will be emphasized so that outside reading will be necessary for success in this course.

356 Mythology and Folklore (10-12)
This course is designed to give the student an awareness of the background of a great deal of the literature and terminology in literature with which he deals, both in and out of the English class. It will include the Greek and Roman mythology as a basis for the study of folklore of other countries.

246 Contemporary Literature (10-12)
Writers of the fifties and sixties in both prose and poetry will be covered as well as the new philosophical writing schools that became popular during this period. Essentially, a time of protest and dissent, "hippie" and "beatnick" philosophy will be part of the program of studies. Definitely, a study in the philosophies of the student's own generation, and highly recommended for this reason.

245 Non-Fiction (10-12)
This course is primarily a survey of types of literature other than poetry, the novel, the short story, or the drama. The course will include satires, essays, articles, journals, diaries and letters, criticisms, speeches, biographies, autobiographies, and selections from the Bible.

553 Advanced Placement English (12)
This is an English course in which the students read literature and write about it as well as do students in introductory college courses in literature and composition. The student will study poems, plays, prose fiction, and expository literature. Although the primary value of the program lies in the course itself, the

student may ultimately receive college credit or advanced placement, or both, at the college of his choice. (With an acceptable score on the Advanced Placement Examination administered in May.)

243 The Bible as Literature (10-12)
This course will point out and discuss the Bible as a great literary work. Emphasis in the course will treat this book as to its literary value and students should not confuse this course with one already offered at Englewood that stresses religious significance and values which should guide one's life. The course will stress the Bible as an anthology which reflects the views and literary styles of more than one man and will treat the universal truths as reflected in their viewpoints.

244 The Short Story (10-12)
A course directed toward the recognition and appreciation of the short story. The course will cover the history of the short story. treat the types of short stories, and study the traditional and the modern forms. Both American and British authors will be discussed as well as major short story writers of the world.

455 The Novel (10-12)
A highly concentrated course requiring a great deal of outside reading. The course will be an investigation of this literary art form, and will stress the author's method of combining characterization, plot, and the exposition so as to produce the whole of the work. The student can expect group reports and panel discussions in this course so that a variety of books can be covered int the semester course.

453 Poetry (10-12)
A course designed for students interested in this literary type. The course will not only stress the basic mechanics of poetry, but also will point out an appreciation of this artistic form. This course should not be confused with a course that would teach students to write poetry. The course of study will include major poets of the world and will reveal the language of the poet, the meaning of poems, and strive to instill in the student a fondness for poetry, the most highly-concentrated and precise form in all of literature.

455 World Literature (10-12)
A course designed to discuss thoroughly the major writers of the world. Emphasis in the course will be on writers not American or British as other courses will treat these writers in depth. Russian, European, and Oriental authors will be studied and the course will provide students with an insight into the philosophies and ways of life of these various nations.

Course of Study

Madison Senior High School

Language Arts...

Al Arnold

Dorothy Baker

Frances Channell

Brenda Coe

Bill Farris

Ken Garriott

Ron Graham

Gertrude Kerner

Eileen Stout

Susan Taylor, Chairman

Madison High School

750 Esley Lane

Mansfield, Ohio

Language Arts Program 1970-71

Objectives

The following statements represent the educational aims and objectives of Madison High School Language Arts Department. These objectives were written with the realization that they, just as the program, must be flexible and revised whenever student interests and needs demand the change.

1. To offer a variety of nine-week courses which meet the needs, interests, and abilities of our students.

2. To prevent the duplication of materials which is present in our various English classes.

3. To provide guidelines for and offer guidance to students in their selection of English courses.

4. To add new courses to the program based upon the suggestions of students and teachers.

5. To provide the student with freedom to select the English courses which he wishes to take, i.e., to make our Language Arts program one of electives.

6. To encourage greater involvement for students and teachers in classroom activities.

7. To encourage more students to elect English courses, which are not required during their senior year of high school.

8. To provide opportunities for the student to improve his speech skills.

9. To provide for the students a greater amount of freedom to select interesting and meaningful materials for reading, as well as for written and oral communication assignments.

10. To recognize the individual strengths and weaknesses of the student and help him develop to the best of his abilities.

11. To provide opportunities for the student to express himself creatively.

12. To help students increase their appreciation and depth of understanding of the various types of national literatures.

13. To help students develop a greater appreciation for reading as a recreational activity.

14. To help students overcome their individual reading problems.

15. To increase awareness and understanding of mass media and its effect upon them.

16. To increase student's appreciation and understanding of drama and the theatre.

17. To provide opportunities for the students to develop critical and logical thinking.

LANGUAGE ARTS DEPARTMENT PHILOSOPHY 1970-71

It is the philosophy of the Madison High School Language Arts Department that its program of studies is designed to meet the need of the student to feel that he is part of the Language Arts program; therefore, he is given as much freedom as possible in his selection of English courses. It endeavors to provide practical learning experiences for the student in an attempt to help him acquire those skills which he will need after he has completed his high school education. The Language Arts Department is also concerned with helping to develop an appreciation for his language and an understanding that skills acquired in English classes are applicable to everyday life.

LANGUGE ARTS COURSES

The Madison High School Language Arts program is organized as a series of nine-week courses. Each of these nine-week courses counts one fourth of a credit. Since each student is required to complete three full credits in English, he would need to pass a minimum of eight nine-week courses as well as freshman English in order to fulfill his English requirement for graduation. If a student did not receive credit for freshman English, he would be required to pass a total of 12 of the nine-week courses. If a student receives a failing grade in any nine-week period and he does not already have three credits in English, he must elect an additional nine-week English course to make up his failure. The student is encouraged not to repeat any nine-week course which he previously failed.

Five of the eight nine-week courses must be selected from the regular English courses. Three nine-week courses, which would count as part of the eight required for graduation, may be taken in the area of drama.

Any additional courses in drama, journalism and speech may now be counted as additional credit in English (beyond the minimum eight nine-week courses required for graduation).

COURSE GUIDELINES

Guidelines have been established to help the student select courses which might be beneficial and interesting to him. Recommended courses are listed for the student who wants a general background in English, for the student who is enrolled in business or vocational courses and might want to continue his study in these areas after graduation, and for the student

who plans to attend college. These are only guidelines and are flexible. However, students, especially those preparing for college, are urged to follow our recommendations.

A. COURSES SUGGESTED FOR THE COLLEGE-BOUND STUDENT

Recommendations: 1 semester of speech, college prep., plus 8 nine-week courses and 1 year of journalism.

RECOMMENDED NINE-WEEK COURSES:

1. One Grammar Review Course Beginning with the class of 1973, any student who plans to take a composition course or college prep. must first take grammar review or have a passing score on a grammar proficiency exam.

2. One Composition Course Rite It Rite or Advanced Expository Composition.

3. One American Literature Course
   A. Old Uncle Sam is Born
   B. America's Stormy Teens
   C. American Spirit Comes of Age

4. One English Literature Course
   A. The English Language Learns to Lisp
   B. The English Language Learns to Sing
   C. Brave New British Worlds

5. One Shakespearean Course
   A. Shakespearean Comedies
   B. The Tragic Bard

6. One Poetry Analysis Course
   A. Rhymes, Rhythms, and Romance
   B. Poetry, Poked and Prodded

7. One Reading Course
   A. Speed!

8. One Research Course
   A. Oh! No! Not Another Research Paper

9. One Study Course
   A. Senior Study Seminar

ALTERNATE COURSES

1. Communications
2. Mass Media
3. Mythology
4. Folklore
5. Reach for the Stars
6. Additional Courses in Drama & Literature

B. COURSES SUGGESTED FOR THE STUDENT DESIRING A GENERAL BACKGROUND IN ENGLISH

1. They Made Us What We Are
2. Science Fiction
3. Man Against the World
4. THe American Spirit Comes of Age
9. Stagecraft
10. Fundamentals of Acting
11. So You're Going to Apply for a Job
12. On the Job

5. America's Claim to Fame
6. How to Study Workshop
7. Mass Media
8. Folklore
13. Grammar Review
14. Look That Up
15. Read and Enjoy It
16. Journalism
17. Speech, a year or a semester

C. COURSES SUGGESTED FOR THE STUDENT IN THE VOCATIONAL OR BUSINESS AREAS

1. How to Study Workshop
2. Mass Media
3. So You're Going to Apply for a Job
4. On the Job
5. They Made Us What We Are
6. Science Fiction
7. Man Against the World
8. Old Uncle Sam is Born
9. America's Claim to Fame
10. Literature by Non-White Americans
11. Read and Enjoy it
12. Grammar Review
13. Look It Up
14. Speech 1-A

COURSE LABELING

Courses have been labeled in the following way to indicate the level of difficulty.

C. COLLEGE- Designed to provide necessary background for the college-bound student. Other students may take these course if they desire.

G. GENERAL- Designed for general interest. Open to all.

G_1 $GENERAL_1$-Designed for students who have difficulty in English

A. ADVANCED- Open to only those who have passed the beginning level or have otherwise proved some proficiency in the particular field.

The following is a list of course descriptions for language arts courses receiving 1/2 or 1 credit and meeting for one semester or the full year.

JOURNALISM- A course in learning newspaper writing, publishing, financing--aimed at helping the student write factually, clearly, concisely. High school newspaper publication. OFFERED THREE YEARS-1 credit per year.

1st year-Basic course-Must have a "C" average to go on to the second year. Open to sophomores, juniors and seniors.

2nd year-May work on newspaper staff. (Business Manager, Ad Manager, etc.)

3rd year- Editorial Staff

One year of journalism is recommended for college-bound students.

COLLEGE PREP-College Prep will be a semester course. The first nine weeks of which students will receive practice in advanced writing. The last nine weeks will deal with analysis and interpretation of literature of all types. This course is open to Seniors Only. Level of Difficulty "C". Note: College-bound students are urged to follow established guidelines in the selection of their various nine week courses.

SPEECH 1-A - A course designed to develop speech skills common to all forms of oral communication--confidence, poise, clarity in the use of body,voice, and language, selection and evaluation of materials for speech, and speaker-listener relationships. It includes practice in a wide variety of practical speaking experiences as well as an introduction to specialized activities as discussion, debate, conducting a meeting and reading aloud. Open to any student who wishes to improve his skills in oral communication or who needs to develop poise and confidence in speaking situations. 2 sem.,1 cr.

SPEECH 1-B - An intensified presentation of the basic principles offered in Speech 1-A. 1 semester, 1/2 credit.

SPEECH 2 - A course designed for students who want to become more proficient in the areas of discussion, debate, group leadership and oral interpretation.

Discussion: A study of types of group discussion involving contemporary problems and every day problem solving.

Debate and Argumentation: Concentration of analysis, evidence, straight thinking methods of attacking, arguments and defense. Problems of current interest and importance will be debated.

Group Leadership: Designed to develop the ability to handle a role of leadership in school, community, or business by using accepted procedures for conducting formal and informal meetings, conferences, etc. Includes a study of parliamentary procedures.

Oral Interpretation: Development of emotional intellectual responsiveness to literature (fiction, poetry, drama) and of the ability to communicate this appreciation to others. Includes individual presentations, choric reading, readers theatre, and chamber theatre.

Pre-Requisite: Speech 1-A or Speech 1-B, 2 semesters, 1 credit.

LANGUAGE ARTS NINE-WEEK COURSES AND LEVEL OF DIFFICULTY

Poetry, Poked and Prodded A study of rhymes, rhythms, patterns of lines, and stanzas, and figures of speech to find out what makes up the anatomy of a poem. A study of some of the masters of poetic form in English. Some excursions into the writing of Haiku (Japanese), the Cinquain (French) and the Sonnet (Italian and English) with the student trying to create something in each form. A short history of poetry and important periods of its growth. Level of Difficulty "C".

Rhymes, Rhythms, and Romance A study and reading for enjoyment of as many kinds of verse and poetry from as many times and lands as possible, stressing some verse (if only limericks). A light touch on meter and rhyme forms and a little on the history of poetry. Memorizing of short, memorable poetry would be desirable. Level of Difficulty "G".

So You're Going To Apply For A Job...? A course for the average student who will be unlikely to continue his formal education after graduation

from high school, this course gives guidance in job interviews, letters of all kinds, writing concise claims reports, critiques, and complaints. To prepare the student for life, the course includes review of punctuation, paragraph structure, cohesion, grammar, syntax, clarity, and brevity--as the student does some descriptive and expository writing. This course is not open to students who have credit for On The Job. Level of Difficulty "G".

On The Job A course designed to give the student knowledge of what would be expected of him as a potential employee. The student will gain experience in how to apply for jobs, whom to contact for employment, personal characteristics necessary for jobs, and how to complete certain required forms after employment, etc. This course is not open to students who have credit for So You're Going To Apply For A Job. Level of Difficulty "G_1".

Grammar Review A refresher course in grammar-Placement test would be given at the beginning of the course to determine student's particular problems in grammar. Student would study areas where he is weak--sentence structure, grammar, punctuation usage, capitalization, etc. Level of Difficulty "G"

Look That Up A basic course in how to use reference books in the library. This will be a lab course in which one class day a week will be spent in the library. Students would do a paper. Level of Difficulty "G" or "G_1".

Oh! No! Not Another Research Paper! A course designed to help struggling students learn how to select topics, collect and organize information into coherently written research papers. Students will learn the proper form to use for footnotes, bibliographies, title page, etc. Level of Difficulty "A", "C".

Rite It Rite... An Expository Writing Workshop For the above-average student, this course will, through work in teams, seek directness, clarity, and economy of expression. There is lots of expository writing here. Level of Difficulty "G".

Reach For The Stars...Orbit The Moon This course is designed for the above-average student who will have the opportunity to do creative writing. Short stories, plays, and dramas will be written. The class might start a novel. Level of Difficulty "A".

Speed!!! A course designed for the above-average reader who wants to improve his reading rate and comprehension. This course would be a good preparation for the student who plans to tackle long college reading assignments in the future. Reading tests will be given to determine if this course is the one which will fulfill the student's needs in reading. Level of Difficulty "A" "C".

Mass Media: Seeing and Hearing in Today's World This course provides a look at the English language as it is used in radio, television, newspapers, and magazines today. Emphasis will be placed on analyzing the methods in which mass media uses our language to attract attention from the public. Level of difficulty "G" "G_1".

Image Around the World A study of topics of current interest through use of newspaper, magazines, television, as well as novels. The course includes reading, writing, speaking, and listening. Students would study Topaz and The Ugly American. Level of difficulty "A".

Semantics:Tell It Like It Is A course in words, their uses and their meanings designed primarily to aid high school students in saying what they mean. Semantics is a course in communications. Here is traced the development of language, its importance as a tool and its use in the larger society. Open to all. Level of difficulty "G".

Folklore A study of American folklore and folklore around the world. This course will include tracing some of our beliefs and habits. Level of Difficulty "G".

Mythology The study of Greek and Roman gods and why there was need for them. This course will include background of the daily life of the Greeks and Romans. Also, there will be samples of stories, novels, etc., in which a myth is the basis for the plot. Level of difficulty "A", "C".

Modern Masters of Our World To survey some of the great writers and their works, the influences of these people as a basis for understanding the modern world. Involves a study of world literature, designed not to repeat materials offered in Contemporary Literature. Level of Difficulty "C","G".

The English Language Learns to Lisp A survey of the dawn of the English literature from the epic Beowulf to the tales of Chaucer, with some attention to the mingling of tongues that resulted in English language and a chronology and history that influenced the rise of literature. This is the beginning English Literature course. It involves a study of the earliest English literature. Level of difficulty "G".

The English Language Learns to Sing A survey of the highpoint of English language and literature as seen in pre-Elizabethan writings, early translations of the Bible, the Legends of Arthur and Robin Hood, Shakespeare as revealed in his sonnets and non-dramatic poetry. The King James BIble, and the Age of Reason together with the history of the Ages of Discovery and Reason. This course is the second course in the English Literature series. Courses need not be taken in a series. Level of difficulty "G".

Brave New British Worlds A survey of British writers and major works since 1800, covering expecially the Victorian Age and the rise and decline of the British Empire, with the historical background recessary to understand these events and providing an understanding of modern trends. The third course in the English Literature series. Courses need not be taken in order. Level of difficulty "G".

The Tragic Bard An introduction to Shakespeare and his times to be followed by the presentation and reading in depth of three plays. These plays would be Julius Caesar, Macbeth, Othello. Two papers would be required. Tests over factual material would be given. Use of films and records. Level of difficulty "C". "A".

Shakespearean Comedies A study of Shakespeare's humor as exemplified in The Twelfth Night, A Comedy of Errors, A Midsummer Night's Dream, and The Merchant of Venice; a further look at his psychological insights and shrewd observations of people. Level of difficulty "G".

America's Claim To Fame...A study of the short story This course is designed for the student who enjoys reading stories of a few pages rather than novels. Students will study the development of the short story and various styles of writing. Stories for his course have been selected because they are interesting to most students and because they are examples of the different styles of short stories. Level of Difficulty "G_1".

How To Study Workshop This is a basic course designed to help students learn the study skills necessary for various content areas. Students will learn how to listen to class lectures, to take and to organize lecture notes. Guidelines for effective writing of short reports will be offered. Level of Difficulty "G"."G_1".

Read...And Enjoy It?? This course is designed to help students overcome their individual problems in reading so that they will be able to enjoy reading--not simply endure it as a necessary evil. Procedures learned in this course should also help the student to complete his homework assignments more effectively. Level of difficulty "G","G_1".

Contemporary Literature This course is designed to meet the needs of high school readers. It would consider both fiction and non-fiction of the last two decades. Emphasis would be on the teen-age and coming-of-age type of writing rather than on adult fiction or the classics. The student would be expected to read a book each week. Writing and oral discussion fo the selections would replace standard testing. Those students who elect this course should be open-minded and intellectually curious-for the mature students. Level of Difficulty "C","A".

They Made Us What We Are! This course tries to arrive at the fifty human beings whose actions have left the greatest marks on mankind. The student compiles his own list, then proceeds to pick two and make a report on them. The report will last an entire period, and it will involve quotations, slides, picture, sketches, and other supporting material. Student should expect lots of reading. Level of Difficulty "G".

Science Fiction-What's This World Coming To? This course involves the reading and studying of science fiction of futuristic novels. The student might expect to read books such as On The Beach, 1984, Brave New World, or Fahrenheit 451. Plans include having the students read two books during the nine-week period. Level of difficulty "G".

Literature by Non-White Americans A study of the literary contributions which represent Chinese, Japanese, Indian, and Negro writers, etc. In depth study will determine those things which have influenced such writers and what part their writings have played in the development of our culture. Level of Difficulty "G".

Man Against the World A course which is designed to meet the needs and interests of the student who finds reading difficult. This course will

include stories which have courage or survival as a theme. This course is one which will help to make reading more enjoyable. Level of Difficulty "G_1".

Ideas That Have Built Our World This course involves a survey of the ancient classics and their influence upon the world culture and thought. Level of Difficulty "C","A".

Old Uncle Sam Is Born A survey of the history and influences resulting in a truly American Literature, expecially revealed in the patriotic writings and documents of the times. College-bound students are encouraged to take this course. This course is the first one in the American Literature series. The student need not take these courses in any particular order. Level of Difficulty "G".

America's Stormy Teens A survey of the masters of the Romantic Period and the 19th century and the influence of the times. College-bound students are encouraged to take this course. Second course in the American Literature courses. Level of Difficulty "G".

The American Spirit Comes of Age A survey of the 20th century writers and their works, the influences of the times on the American spirit and trends of the future. Third course in the American Literature series. Level of Difficulty "G".

Advanced Short Story This course is designed to offer students an in depth study of the short story as a literary form. Level of Difficulty "A","C".

Senior Study Seminar This is a course for college-bound seniors only which will be offered only the first nine weeks of the school year. It is designed to help seniors prepare for college entrance exams. Emphasis would be on the various types of tests needed for college--math, science, languages, social studies, vocabulary, and analogy, etc. Students will also receive practice in vocabulary development, note-taking, and speed writing. Level of Difficulty "C".

19th Century Drama A study of some of the great plays of the 1800's, also study of playwrights and qualities of each type of play. Those plays studied would be: "Cyrano deBergerac," "The Importance of Being Earnest," and "Pygmalion". Level of Difficulty "G".

Famous Actors (or Famous American Actors) A study of the professional techniques (styles) developed by actors. A comparison of acting and how they have changed through the years. Level of Difficulty "G".

Great Playwrights This course would involve the study of outstanding contributions to the theatre made through the works of such playwrights as: Richard B. Sheridan, Alexander Dumas Fils, Ibsen, Aiken, Belasco, Shaw, Chekhov, Jones, Stanisslavski, Maxwell Anderson, O'Neill, Wilder, Kaufman, Miller, and Williams. Level of Difficulty "G".

Advanced Acting Open only to students who have passed (fundamentals of acting). A continuation of English 315. Students are given opportunities through

one-act plays and scenes from 3-act plays to perform advanced acting and staging techniques.

Play Production A study of the construction of the drama, types of plays, steps involved in the productions of a play and the director's responsibilities in the theatre. Students will be given the opportunity to apply this knowledge through classroom direction of scenes from one and three act plays.

Stagecraft A study of the techniques of set design and set construction. Students would be given opportunity to design sets and build what they designed. Level of difficulty "G".

History of the American Theatre A study of the American theatre from early colonial times to the present. Level of difficulty "G".

History of the European Theatre A study of the development of the theatre in Europe. Level of difficulty "G".

Fundamentals of Acting A study of the basic techniques and theories of play making. Class workshops provide the student with opportunities to participate in pantomines, story telling, role playing, and improvisations. Level of Difficulty "G", "G_1".

Radio & Television Broadcasting A study of the history and techniques of radio and television broadcasting. Potential career opportunities explained---workshops will provide students with radio announcing and programming experience. Level of Difficulty "G".

Contemporary Drama A study of (a representative sample) outstanding plays written since 1940 (1930). Also study the playwrights and what made them outstanding. Plays for Menagerie, "J.B.," "Inherit the Wind,""Life with Father," "You Can't Take It With YOu." Three or four plays would probably be studied for the nine-week period. Level of Difficulty "G".

Bridgewater-Raritan Regional School District

Proposed and Approved

All-Elective Program

In

Junior and Senior English

Submitted, For Approval, To

THE BOARD OF EDUCATION

by

English Electives Study Committee

Mr. Roy Black
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Mr. Leonard Stilo
All English Teachers-High School-East
All English Teachers-High School-West

December 17, 1969

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PROPOSAL

The Electives Study Group and the departments of English, supported by an overwhelming majority of the students in both high schools, seek the approval of the Board of Education to replace the traditional English program in grades eleven and twelve with an all-elective program of nineteen one-semester courses. The new courses are divided into an A column and a B column. All courses in the A column are based upon writing skills.

If Board approval is given, students will be required to select two courses in each of their final two years of high school - one course from each column. Students who wish to select more than the required number of courses may do so if their schedules permit.

Student interest in the proposed program was determined by a survey which involved the student, his parents, and his teacher of English. The survey results indicated the need for some change in design; therefore, the program described in these pages reflects this change and differs somewhat from that first presented to students. The survey also indicated that English honors courses should be continued unchanged. Most honors students felt that they would select elective courses in addition to the honors courses.

RATIONALE

As the English program is now structured in High Schools East and West, four years of English study are required of all students. This required program is divided into three levels of instruction: standard, academic, and honors. In addition to required English, students may choose from five one-semester elective courses. Creative writing is available in all grades; speech and journalism are available in grades ten, eleven, and twelve; creative dramatics is available in grades eleven and twelve; and humanities is available in grade twelve only. Approximately fifteen percent of our students choose one elective course, but many students who wish electives find that their schedules will not allow them to make the selection. Since the proposed program replaces traditional English with electives, students have displayed great enthusiasm for the change.

When the present elective courses were originally proposed in 1966, the stated purpose was to build toward an all-elective program on at least one grade level. National and state developments since that time indicate that an English elective program on more than one grade level is desirable; in fact, the trend not only in English but in many areas of the high school curriculum is toward elective programs.* Among our immediate neighbors, North Hunterdon Regional High School has embarked on a three-year program of English electives, and Hunterdon Central Regional High School has initiated a two-year program. All-elective English programs are under way or are being planned in Montclair, Princeton, Midland Park, North Andover, Brick Township, and Roxbury in this state and in a number of

communities in other states including Florida, Michigan, Iowa, California, and Alaska. One of the oldest programs began as early as 1958 in the University High School at the University of Iowa. Most of these programs are two-year programs, but some encompass all four years.

The Bridgewater-Raritan proposal retains all desirable aspects of the present required English program. Functional grammar derived from writing experiences and language skills are an integral part of the A column courses. Reading comprehension, vocabulary development, the interpretation of literature, and outside reading are included in the B column courses.

A survey of 1,409 students in grades ten and eleven in both high schools shows that eighty-five percent favor the proposed program to the present program in English. Probably the greatest single reason for the enthusiastic support of students is their desire to make English instruction more relevant to their own interests and needs. Further strong reasons contributed by both teachers and students to support this program are synthesized below:

1. Juniors and seniors are mature enough to make wise choices with the expert help of their English teachers and their guidance counselors. The opportunity to choose provides further development of the individual.

2. Teachers and students will be intellectually stimulated by so varied a program.

3. The abolishment of standard and academic levels of instruction and the mixture of age groups will result in more democratic grouping for individual classes or sections.

4. Students will enroll according to their abilities, interests, and needs, not according to their age.

5. The variety of courses allows for a greater range of individual needs.

6. Interests and abilities of individual teachers are not stifled. The best teacher is one who believes in what he is teaching.

7. A student may be exposed to twice as many English teachers in his final two years.

8. A semester program allows each student to get a fresh start twice a year. Fewer failures and greater enthusiasm should result.

9. The freedom to choose courses should heighten student involvement which should result in better performance.

10. The diversity and flexibility of the program satisfactorily eliminates the rigidity of the traditional program.

11. Greater creativity is fostered in both student and teacher.

12. By combining the student population of two grades and abolishing the distinction between junior and senior English, scheduling becomes more flexible. Fewer schedule conflicts will occur; thus, students will have an opportunity to participate in a broader selection of courses from other subject areas.

13 Students oriented toward the language arts will have the opportunity to select more English courses under a system of semester electives.

14. Students will be encouraged through the variety of courses offered to develop new interests and new leisure time activities.

STAFFING

No additional staff is required for the program beyond that needed to accommodate the normal increase in student body. The departments of English, the largest in our high schools, will have available next year the talents of more than forty teachers. The wide range of abilities and the inherent creative nature of those involved assure us of the talent required to carry each course listed. However, a distinct possibility exists that certain courses will be over-subscribed; therefore, four practical limitations must be recommended:

1. All students will be asked to list first and second choices for both required courses.

2. In over-subscribed courses, preference will be given to seniors. Juniors will be asked to take a second choice and to wait one year for the preferred course.

3. In under-subscribed courses, sections which fall below a practical minimum limit will not be offered for that semester.

4. The concept of equal size for all sections should be abandoned in favor of small sections in courses which emphasize individual participation and large sections for discussion-type courses. Specifically, effective writing, creative writing, basic writing, journalism, creative dramatics, and speech courses should be limited to no more than eighteen students in each section.* Other courses may be larger in size, often averaging more than thirty and occasionally reaching forty in number.

*Writing courses will be taught in a laboratory situation involving much individual attention for all students. Speech and drama require small sections so that students, who often perform one at a time, may perform more often and not spend most of their time as passive listeners.

Composite Results

High Schools East and West

On the question, "Do you prefer this proposed all-elective program to the existing program in English?":

Present Enrollment	Number Surveyed	Percent in Favor	Percent Opposed
1,451	1,323 (plus 86 honors students)	85.2	14.8

COLUMN A	Requirement*	Additional**	Total
01 Effective Writing	664	32	696
02 Creative Writing I	95	22	117
03 Basic Writing Skills	119	5	124
04 Journalism	39	17	56
05 Creative Writing II	19	8	27
06 Basic Speech	61	10	71
07 Language and Communication	38	5	43
08 Thought and Imagination in Contemporary Periodicals	55	21	76
09 Mass Media in Communications	233	42	275
	1,323	162	1,485

COLUMN B	Requirement*	Additional**	Total
010 Western Literature	87	12	99
011 Major British Writers	30	3	33
012 Speech Arts	89	21	110
013 Creative Dramatics	140	33	173
014 Humanities	156	35	191
015 Contemporary Literature	182	16	198
016 Exploring the Film	369	35	404
017 Eastern and African Literature	54	23	77
018 The American Search for Identity	35	13	48
019 The Hero in American Literature	50	10	60
020 The Forms of Fiction	131	10	141
	1,323	211	1534

*Requirement - Those students who would select the course as one of the two required courses

**Additional - Those students who would select the course in addition to the two required courses

PROGRAM

Initial survey results led to three changes in program design:

1. The two courses in American literature were combined to form one course encompassing the best aspects of both.

2. Course descriptions were revised to make more attractive those courses which drew low enrollment.

3. Three courses in column B were starred to indicate their more academic nature.

The intent of the revision is to distribute enrollment more equally and to indicate to the college-bound student those courses which are better preparation for him. On the initial survey form, the instruction page indicated to students that the 01 course, effective writing, is strongly recommended as college preparation. The result is obvious in the enrollment figures which show this course to have drawn the largest enrollment of all twenty courses.

The revised course list follows:

*01 Effective Writing
02 Creative Writing I
03 Basic Writing Skills
04 Journalism
05 Creative Writing II
06 Basic Speech
07 Language and Communication
08 Thought and Imagination in Contemporary Periodicals
09 Mass Media Communications
*010 Western Literature
*011 Major British Writers
012 Speech Arts
013 Creative Dramatics
014 Humanities
015 Contemporary Literature
016 Exploring the Film
017 Eastern and African Literature
*018 The American Search for Identity
019 The Forms of Fiction

*Strongly recommended for college-bound students

COURSE DESCRIPTIONS

*01 - Effective Writing. This course will emphasize those forms of writing which are expository rather than creative. Logical thinking, the collecting, evaluating, and organizing of evidence to develop valid conclusions, and the clear, lively, effective expression of these ideas will be the major emphases of the course. A portion of the course will be devoted to instruction in research techniques and the format of the research paper.

**02 - Creative Writing I. An exciting course in the writing of fiction and poetry, creative writing provides a specific framework for instruction in writing techniques. Beginning with assignments for the novice to improve his perception and imagery, the course will progress to complex assignments in the writing of the short story, the one-act play, and poetry. Concurrent with the writing are reading assignments in books and periodicals dealing with the art and craft of writing.

03 - Basic Writing Skills. This course will focus upon the basic writing skills considered necessary to everyday life. Letters, applications, brief memoranda, and the completion of business forms will be taught. The student will be led to discover, develop, and express ideas and to gain experience in explaining, describing, and narrating through the written word.

**04 - Journalism. Journalism is available to students who have displayed a proficiency in the areas of composition and critical thinking. In addition to developing better writing skills, the course aims to develop the student's ability to evaluate critically the writing skills employed in the various sections of a newspaper, to compare and contrast newspaper styles, to edit copy, and to interpret advertising. Other aims are to promote an awareness of the positions available in the field and of the benefits to society which responsible, informed criticism brings. A minor portion of the course is devoted to the study of the history and growth of journalism in America. Students are encouraged to contribute to the school's newspaper, yearbook, and literary magazine.

05 - Creative Writing II. The imaginative processes developed in Creative Writing I will be extended in this course. Creative Writing I is a prerequisite.

06 - Basic Communications. Basic Communications provides experience in social and job-oriented speaking and writing. Business forms, sales presentations, use of the telephone, and the techniques of the job interview are included. Students will have an opportunity to help plan the content of this course by becoming aware of the communications skills required by local businesses and industries and by suggesting units which will improve these skills.

* Strongly recommended for college-bound students
** Present elective offerings in the English curriculum

07 - Language and Communication. What are the origins of English? How do dialects arise within American English? What effect do the mass media have on changes in the language? The aim of this course will be to answer these questions and to assist with the improvement of the student's own written and spoken communications.

08 - Thought and Imagination in Contemporary Periodicals. This course provides the opportunity to study contemporary thought and imagination using the current issues of such magazines as Atlantic, Look, New Yorker, Nation, Saturday Review, and Poetry. The course will stress the improvement of writing skills but will give attention to an increase in reading abilities and vocabulary.

09 - Mass Media Communications. The making of tapes and slides to illustrate poetry, modern music, and original scripts written by the students is one area of emphasis of this course. The second area is the creation of scripts for television and the actual taping of these scripts on school-owned T.V. equipment. Effective written communication is taught through self-correction and group evaluation made possible by immediate playback of the tapes.

*010 - Western Literature. A number of the masterpieces of the literature of the western world will be read and discussed. Instruction will center about particular themes such as war, freedom, guilt, search for identity, etc. Although British and American literature will be included, emphasis will be given to reading translations of works originally written in a foreign language.

*011 - Major British Writers. America's kinship to Britain through her language and literature makes desirable a close study of some of the great authors of the British Isles. Chaucer, Shakespeare, Milton, Wordsworth, Coleridge, Byron, Shelley, Keats, Hardy, and Eliot are among the authors read. A portion of the course will be devoted to independent study for those students in the course who wish to gain a depth of knowledge in an area of their own choosing.

**012 - Speech Arts. Speech Arts considers the role of speech in modern society. Beginning with the applications of speech in everyday life, the course deals intensively with the tools of speech and with the aspects of original and interpretive speech. Specific units treat voice training, the listening process, speech preparation, delivery, parliamentary procedure, and group discussion.

**013 - Creative Dramatics. Creative Dramatics is for those students who are interested in the study of Greek, Shakespearean, and modern drama. Instruction in pantomime, voice and diction, character creation, sight reading and improvisation, and role analysis constitutes the major emphases. In addition to a study of the structure and the types of drama, the course provides acting experience, critical judgment, and a deeper enjoyment of drama through the total development of the student in a group activity that demands constant adjustment to other people.

**014 - Humanities. The major purpose of the humanities course is to provide the student with a comprehensive background in the arts as they have evolved throughout the history of western civilization. Emphasis will be placed on the similarities that exist among art, music, and literature with respect to form and meaning. The Classical, Renaissance, Romantic, and Modern periods of art will be emphasized.

015 - Contemporary Literature. The content of this course includes a consideration of literary forms such as westerns, mysteries, and science fiction as well as an exploration of the American's search for identity and his quest for social justice.

016 - Exploring the Film. A variety of short, effective films will be shown with the intention of experiencing the film as an art form. The psychology of film viewing, film themes, and film language will be discussed. Some time may be devoted to making films, but the main purpose of the course is to view and discuss professionally made films rented for class use.

017 - Eastern and African Literature. This course will attempt to broaden the student's knowledge and appreciation of Oriental and African cultures by reading some of the creative literature of China, India, Japan, and Africa. Group discussions will be supplemented by recordings, films, and individual research.

*018 - The American Search for Identity. In literature as in life, the individual searches for a particular answer to the universal question, "Who am I?" Thoreau sought an answer in the solitude of Walden Pond. His experience there produced two remarkable works, Walden and a highly controversial essay entitled "Civil Disobedience." Other authors have expressed their concepts of this search through the creation of fictional characters who are searching: The reaction of a young man who ran from his first battle in an American war, the courage of an old man struggling against defeat in an open boat on a shark-infested sea, and the refusal of a boy to accept his society's attitudes towards slavery. The readings in this course will center around this search for identity as it is depicted in American literature.

019 - The Forms of Fiction. This course will pursue the development of the short story, the novel, and the drama with emphasis on American forms. The characteristics of each literary type will be studied and good examples of each type will be selected, read, and discussed. Some attention will be given other works chosen by the students for small-group or individual reading.

Tyee Senior High School

Highline School District

Seattle, Washington

1970

Requirements for Graduation

1. Entering sophomores must have completed the standard ninth grade course or its equivalent. Sophomores will be somewhat limited in their elective choices because of the six basic required courses, which should be completed by the end of their junior year. However, sophomores may select which of the required courses they want to take during their first year at Tyee, plus some electives if they desire.

2. Students must complete twelve (12) nine-week courses in English. (All students must be enrolled in an English class each quarter.) Each course carries one-half of one credit; twelve half-credit units are required, making a total of six full credits. Students may choose more than twelve English courses if they desire and if their schedules permit it.

3. Students should consult with an English teacher prior to registration regarding plans for their future, college or vocational, to seek their advice in selecting appropriate elective courses.

*4. The following courses--or their alternates, if any--are required for all students:Basic Grammar, Practical Writing, American Literature Survey, Developmental Reading, Audience and Theatre, and Public Speaking. Certain requirements may be waived if a comparable course has already been taken elsewhere. Permission for this must come from the English department chairman in writing.

5. No more than two half-credit courses may be counted as elective credits toward graduation requirements in the following areas: acting, annual, debate, and journalism. Extra credits may be obtained in these areas as the student chooses, but they must be considered as being beyond the requirements for graduation.

6. Courses listed on the Course Offerings page are not in sequential order; however some courses do have prerequisites. Under Course Descriptions each course lists any requirements that must be met prior to taking that particular course.

7. Course failures may be made up by taking another course in the same area, not necessarily repeating the same course.

8. Students must have written permission from the English department chairman for any exceptions to the requirements for graduation from Tyee or for waiving any prerequisites for certain courses.

* Alternates for Required Courses

Basic Grammar :	None
Practical Writing:	Annual or Journalism(must have permission of instructor and department chairman)
American Literature:	None
Developmental Reading:	None (Students may be placed on advanced levels)
Audience and Theatre:	Development of the Movies, Theatre and Set Design, or Comparative Drama
Public Speaking:	Basic Acting, Dramatic Interpretation, Debate, Oral Interpretation, or Advanced Public Speaking (for students who have had ninth grade speech)

Note: All classes meet daily for one quarter--five periods per week, 230 total minutes. The class size ranges as follows: language, 30; composition, 20; literature, 35; reading, 20; speech, 20; drama, 25-35; humanities, 25-35. The number of sections varies with the demand for the courses.

Course Offerings

110 Basic Grammar (R)
111 Advanced Grammar
112
113 Usage & Vocabulary
114 Mechanics & Vocabulary
115
116
117 Listening Skills
118
119 History of the Language
120 Practical Writing (R)
121
122 Writing Laboratory
123 Application, Forms
124
125 Expository Writing
126 Advanced Exposition
127
128 Creative Writing
129
130 World Literature Survey
131 American Literature Survey (R)
132 English Literature Survey
133 World Novel
134 American Novel
135 English Novel
136 Short Story for Pleasure
137 Short Story Analysis
138 Greek Drama
139 Modern Drama
140
141 Poetry
142 Shakespeare
143
144 Mythology
145 Science Fiction
146 Non-Fiction
147 Contemporary Literature
148
149 Independent Study

150 Developmental Reading (R)
151 Advanced Developmental Reading
152 Basic Reading Skills
153 Advanced Basic Reading Skills
154
155 Reading Improvement
156 Advanced Reading Improvement
157
158 Vocabulary Building

160 Audience & Theatre (R)
161 Theatre & Set Design
162 Make-up & Costume Design
163 Basic Acting: Movement & Voice
164 Advanced Acting
165 Children's Theatre
166 Dramatic Interpretation
167
168 Comparative Drama
169
170 Public Speaking (R)
171 Advanced Public Speaking
172 Radio-TV Speech
173 Group Discussion
174 Oral Interpretation
175
176 Contest Speaking
177 Debate
178 Advanced Debate
179 Debate Laboratory
180 Communications
181 Advanced Communications
182
183
184 Journalism
185 Advanced Journalism
186 Journalism Laboratory
187 Annual
188 Advanced Annual
189 Annual Laboratory
190 Development of the Movies
191
192 Society & Literature
193
194 Philosophy & Literature
195
196 Psychology of Mass Media
197
198 Black Literature
199
002 Spec. English/History 10
004 Spec. English/History 11

(R) Indicates that the course, or an approved alternate, is required for graduation from Tyee.

Course Descriptions

110's- Language

110 Basic Grammar	(REQUIRED)a review of the fundamentals of English grammar; a foundation for composition courses.
111 Advanced Grammar	a thorough study of the technical aspects of sentence structure and patterns. (Prerequisite: Basic Grammar)
113 Usage and Vocabulary	a review of grammar usage plus a study of vocabulary building; primarily for students not planning to go to college. (Prerequisite: Basic Grammar)
114 Mechanics and Vocabulary	a review of the mechanical aspects of writing sentences plus a study of vocabulary building. (Prerequisite: Basic Grammar)
117 Listening Skills	a course to enable the student to listen actively, to take notes properly, and to outline and organize his materials into functional study tools.
119 History of the Language	a study of the factors affecting variety in American speech along with a history of the development of our language. (Prerequisite: Basic Grammar)

120's-Composition

120 Practical Writing	(REQUIRED) a course in basic writing skills involving writing complete and meaningful sentences, modifying and qualifying ideas, and developing skills necessary for daily written communication; includes techniques of outlining. (Prerequisite: Basic Grammar)
122 Writing Laboratory	a course in various phases of writing compositions; intended primarily for the student not planning to go to college. (Prerequisite: Practical Writing)
123 Applications, Forms	practical experience of completing application forms of the area's industries and business firms; business letter writing experiences, from the consumer's viewpoint, of all types. (Prerequisite: Usage or Mechanics)
125 Expository Writing	a study of basic paragraph development expanded into essay writing; offers a study of various types of reasoning: inductive, deductive, cause and effect, and analogy. (Prerequisite: Practical Writing)
126 Advanced Exposition	based on models of expository writing for analysis and imitations of styles, including a formal book review. (Prerequisite: Expository Writing)
128 Creative Writing	an introduction for the student writer to the disciplines of writing and to the forms of poetry, short story, and/or prose with the emphasis on individual development. (Prerequisite: Permission of instructor)

130's-Literature

130 World Literature Survey	designed to acquaint the student with the short story, poetry, and drama through the works of world authors.
131 American Literature Survey	(REQUIRED) designed to acquaint the student with the historical development of American Literature.
132 English Literature Survey	designed to acquaint the student with the historical development of English Literature, excluding Shakespeare's dramas.
133 World Novel	covers the reading, analysis, and criticism of novels written by authors other than American or British during various periods.
134 American Novel	covers the reading, analysis, and criticism of novels written by Americans during various periods.
135 English Novel	covers the reading, analysis, and criticism of novels written by Englishmen during various periods.
136 Short Story for Pleasure	a discussion course covering short stories of the world and relating them to personal experiences; intended primarily for the student not planning to go to college.
137 Short Story Analysis	a concentrated study dealing with a discussion of characters, theme, setting, point of view, and plot; intended primarily for the college-bound student.
138 Greek Drama	covers the reading and comparison of Greek plays as set down in Aristotle's Poetics, especially Aeschyus, Sophocles, and Euripides (see the course description for Comparative Drama in the Drama section.) (prerequisite: Mythology)
139 Modern Drama	covers the drama as a literary form from the Restoration to the twentieth century, excluding Shakespeare.

140's-Literature (continued)

141 Poetry	enables the student to study the forms and styles of poetry of the world and to gain an appreciation of thoughts in depth.
142 Shakespeare	covers selected Shakespearean tragedies and comedies with the emphasis on his tragedies. (prerequisite: English Literature Survey)
144 Mythology	deals with Greek and Roman myths and legends, giving a background for studying literature.
145 Science Fiction	introduces the student to the genre, its disciplines and themes, with associated investigation and writing.
146 Non-Fiction	acquaints the student with the variety of non-fiction materials, including essays, biographies, diaries,etc.
147 Contemporary Literature	a survey course designed to acquaint the student with writings since World War II; includes poetry, short story, drama, and the novel.
149 Independent Study	this course allows the student to do in-depth study. Subjects for the course may be suggested by the student or by a teacher; however a teacher must approve the student's suggestion. (Prerequisite: Permission of the department chairman)

150's-Reading

150 Developmental Reading	(REQUIRED) a course designed to improve reading effectiveness and efficiency by developing the student's skills to the level of his reading potential; emphasis on comprehension skills.
151 Advanced Developmental Reading	an advanced level for further work on reading effectiveness and efficiency; stresses critical reading and interpretative skills.
152 Basic Reading Skills	a review and application of those skills necessary for becoming an effective reader; stresses basic comprehension skills. (Prerequisite: Developmental Reading)
153 Advanced Basic Reading Skills	more advanced work for the student with reading difficulties.
155 Reading Improvement	a course designed to improve rate, vocabulary, and comprehension; emphasizes phrase-reading as a technique for rapid reading. (PREREQUISITE: Developmental Reading)
156 Advanced Reading Improvement	further study of the development of reading skills for the good reader who is college-bound.
158 Vocabulary Building	aimed at the college-bound student who wishes to build an extensive vocabulary. (PREREQUISITE: Reading Improvement)

159

160's-Drama

160 Audience & Theater	(REQUIRED) this course is designed to acquaint the student with present-day theater. A study will be made of the different types of theaters and plays in the contemporary times. The course will include the physical plant of the theater, the preparation of the actor for his role, and the preparation of the viewer as a participant in the theater. Students will not NOT perform in any dramatic production. (Because our society is visually oriented, it is important that an educational program delve into the needs of the individual in understanding various art forms, including the theater--both live and filmed. This course will help the student develop criteria by which he can make a better evaluation fo theatrical productions.) (Alternates; Development of the Movies, Theatre, and Set Design, or Comparative Drama.)
161 Theater & Set Design	designed for the student interested in the behind-the-scenes aspects of a play; includes studies of design for the area, thrust, and proscenium stages; students will be expected to work on current productions.
162 Make-up and Costume Design	designed for the student interested in clothing design and the part it plays in the theater; covers make-up as a reflection of a particular culture as well as an ability to create a new face for an actor; practical experience will be given in current productions.
163 Basic Acting: Movement & Voice	designed for the beginning actor to make him aware of the capabilities of his two instruments, the voice and the body, and to bring them into harmony. (Course may be taken two quarters)
164 Advanced Acting	continues with the voice and body; in addition, the student will blend these two facets into a complete character study. (Course may be taken four quarters) (Prerequisite: Basic Acting)
165 Children's Theater	designed for elementary school audiences,the course will take the student-actor into a new realm of story telling in play form; mail activity will be preparing a play for presentation. (Course may be taken two quarters) (Prerequisite: Basic Acting)
166 Dramatic Interpretation	helps develop the ability to read orally important

works of literature; recommended for students entering competition in oral interpretation.

168 Comparative Drama

a reader's theatre may be developed in conjunction with Greek and Modern Drama. Students may wish to elect these two (or either one) courses at the same time (recommended but not mandatory). The origins of contemporary plays will be traced through earlier literary works.

170's-Speech

170 Public Speaking	(REQUIRED) designed to give the student practical experience in presenting basic types of speeches in order to develop more completely his communication skills. (Alternates: Basic Acting, Dramatic Interpretation, Oral Interpretation, Debate, or Advanced Public Speaking for students who have had ninth grade speech)
171 Advanced Public Speaking	designed to give the student more experience in speech, emphasizing current social and political problems. (Prerequisite: Public Speaking)
172 Radio-TV Speech	designed to acquaint the student with the basic procedure and practice in using speech skills for parliamentary procedure and radio-television. (Prerequisite: Public Speaking, junior and senior standing)
173 Group Discussion	designed to give the student practical experience in group work and interaction; different group formats and their structures will be explored with oral work in all areas, excluding debate. (Prerequisite: Public Speaking)
174 Oral Interpretation	designed to give student experience in oral delivery, individually and in groups, performing before an audience involves the analyzation of literature. (Prerequisite: Public Speaking)
176 Contest Speaking	designed to prepare the student for speaking under contest situations in such events as oratory, extemporaneous, impromptu, expository speaking, and interpretive reading. (offered first two quarters only) (Prerequisite: Permission of instructor)
177 Debate	research , analysis, and oral presentation of the national debate question as well as study and practice in argumentation and reasoning; requires trips to other schools and colleges for competition; may be taken four quarters. (Prerequisite:Permission of instructor)
178 Advanced Debate	advanced work in debate and forensics, emphasizing different styles of debating; may be taken four quarters. (Prerequisite: Permission of instructor)
179 Debate Laboratory	for third-year students only;may be taken four quarters (Prerequisite: Permission of instructor)

180's-Communications

180 Communications	deals with the role of mass communications in society, the development of communication skills, and the application of these skills.
181 Advanced Communications	covers styles and business and editorial management for all media: newspapers, magazines, radio and television, public relations, and photo-journalism; also presents vocational opportunities available in all mass media with some practical application of journalism skills.
184 Journalism	covers fundamentals of reporting, editing, organization, and challenges involved in all phases of newspaper publication; practice in various techniques on the Smoke Signal staff; some after-school work is required; may be taken four quarters. (Prerequisite: Permission of instructor)
185 Advanced Journalism	advanced work on the school paper staff; may be taken four quarters. (Prerequisite: Permission of instructor)
186 Journalism Laboratory	for third-year students only; may be taken four quarters. (Prerequisite: Permission of instructor)
187 Annual	covers all phases of annual production on the Tahlkie staff--lay-out, copy writing, photography, business management, advertising; some after-school work is required; may be taken four quarters. (Prerequisite: Permission of instructor)
188 Advanced Annual	advanced work on the school yearbook staff; may be taken four quarters. (Prerequisite: Permission of instructor)
189 Annual Laboratory	for third-year students only; may be taken four quarters. (Prerequisite: Permission of instructor)

190's-Humanities

190 Development of the Movies	relates the development and impact of the American film industry on our society; selected films will be shown during the course.
192 Society & Literature	presents a study of societies through selected works of world literature as a reflection of the environment which produced them.
194 Philosophy and Literature	acquaints the student with the men and basic questions of philosophy; serves as a basis for a student's analysis of literary works utilizing philosophers and their thoughts. (Prerequisite: Permission of instructor)
196 Psychology of Mass Media	evaluates the impact of mass media and their effect on society.
198 Black Literature	covers selections of poetry and prose by and about the Negro to provide an understanding and appreciation of the Negro and his problems.

Sharon High School

Sharon, Massachusetts

1970-1971

During the 1970-71 school year, eleventh- and twelfth-grade students will take four quarter-year English electives. Each will carry 1 1/4 credits and will be open to all students in the eleventh- or twelfth-grades.

The English elective courses are arranged in four groups, designated A, B,C, and D.

The student's elective sequence will be based on the period in which he takes English

English Period	Elective Sequence
1 or 5	A,B,C,D
2 or 6	B,C,D,A
3 or 7	C,D,A,B
4	D,A,B,C

List of Elective Courses

A

Fund. of English incl Pract. Comp., Word Study, and Review of College Boards English Achievement Test
Research Seminar
Introduction to Semantics
Composition via the Beatles
Fund. of Public Speaking
Creative Writing Seminar
Writing for the Media I

B

Four Generations--Lost
The Hemingway Hero
Tragedy
The Novella
The South Through the Looking Glass Four Reflections
Selected Plays-Mostly Modern
Writing for Media II
Shakespeare Seminar I
Reading for People Who Don't
Theatre of the Absurd I
Conflict: Variations on a Classical Theme
Independent Reading

C

Literature Written by Students
Developing Reading Power
Agape in Literature
Four Generations- Beat
Russian Literature I
Robert Frost
The Bible as Literature
The Lyric Mode 1600-1969
Literature on Trial (s)
Shakespeare Seminar II
Theatre of the Absurd II

D

Books from the 1800's
Edge of Awareness: Readings in Contemporary Nonfiction
Four Generations- Hip
Four Generations- Searching
The Rhetoric of Ridicule (Satirical Literature)
On Being Black: Reading in Black Literature
Play Production and Stagecraft
Persuasion/Propaganda
Characters
Reading in World Classics
Russian Literature II

Not all courses described in this pamphlet will be available to all students. The number of courses abailable in a particular period will be determined by two factors: (1) the number of teachers available in that period-usually five- and (2) the popular course preferences of students.

In building your English program, take the advice of your parents, your guidance counsellors, and your friends. Particularly, though, you should talk over your course selection with your English teachers. Students who will be in the eleventh-grade next year should think of their long-range plans in order to develop a well-rounded program for both the eleventh- and the twelfth-grades.

Ernest R. Blake, Jr.
English Department Chairman

LIST OF ELECTIVES

GROUP A

Course Title: Fundamentals of English, including Practical Composition, Word Study, and Practice for CB Eng. Ach. Test

Course Description:

Some students need opportunities to increase their word power, to review the fundamentals of writing, and to practice for the English Achievement Test of the College Boards. The threefold purpose of this course is to provide these opportunities.

Objectives:

1. To review and practice the three or four main kinds of paragraph development
2. To become familiar with the four kinds of test items on the English Achievement Test of the College Boards (Not the SAT)
3. To expand one's vocabulary for greater efficiency and satisfaction in speaking, reading, and writing
4. To increase one's interest in words as words

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Course Title: Research Seminar

Course Description:

This course, intended for those students who feel they ought to know how to carry out research on a topic, will consist partly of group instruction pertaining to the mechanics of writing a research paper and mainly of individual instruction in the actual writing of a research paper of 1500 words.

Objectives:

1. To work on a topic of interest. Other course requirements may be fulfilled through this course
2. To become knowledgeable of general research material available
3. To have individual guidance in a specific area
4. To apply the mechanics of writing:
   a. Note taking
   b. Outlining
   c. Footnoting
   d. Using proper abbreviations
   e. Using a style sheet
5. To experiment with various forms of organization

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Course Title: Introduction to Semantics

Course Description:

"Words that convey no information may move carloads of shaving soap or cake-mix...Words can start people marching in the streets - and can stir others to stoning the marchers. Words that make no sense as prose can make a great deal of sense as poetry. Words that seem simple and clear to some may be puzzling and obscure to others. With words we sugar-coat our nastiest motives and our worst behavior, but with words we also formulate our highest ideals and aspirations." This is the way a semanticist speaks, and semantics is the subject of this course. Materials for study will be Hayakawa's Language in Thought and Action, television and magazine advertising, and overheard conversations.

Objectives:

1. To understand the role of language in human life
2. To seek through a study of modern semantics new ways to think clearly, speak and write effectively, and listen and read with greater understanding
3. To understand the different uses of language: language to persuade and control behavior, language to transmit information, language to create and express social cohesion, and the language of poetry and the imagination
4. To learn to use words with precision and to listen to language with absolute attention

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Course Title: Composition via the Beatles

Course Description:

The student writer who is all-too frequently caught in the trap of having "nothing to say" may bring integrity to his prose and improvement to his composition skills by using the Beatles as a source of writing activities.

Objectives:

1. To use the Beatles as a source of writing activities
2. To bring integrity of prose to those writing activities
3. To improve composition skills

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Course Title: Fundamentals of Public Speaking

Course Description:

This course will deal with the most important objective of mankind -- to communicate effectively to secure some desired action. It will cover situations in which most adults find they need to communicate. The emphasis will be twofold: student role-playing in these situations and student involvement in listening activities that are needed to complete the two-way highway of communication.

Objectives:

1. To develop the ability to use effective oral language to convey ideas, aims, wants, and values, and to entertain, inspire, and persuade or move someone to action
2. To provide experience in various phases of oral communication so that the student learns that the result of effective speech is action and that all he knows and is -- his intelligence, sincerity, sense of humor, and his most serious ideas -- are revealed in his speech
3. To develop confidence in various kinds of speaking situations

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Course Title: Creative Writing Seminar

Course Description:

Short narratives, verse, dialog, plain exposition, movie scripts - students will be encouraged to experiment in several of these forms and others. Besides writing and discussing their own and their classmates' writing, they will occasionally study the work of professional writers. The seminar will be characterized by free choice of content and form in writing, far-ranging discussion, and wide reading.

Objectives:

1. To get one's own experiences into one's own words
2. To develop one's ability to observe with shrewdness and with fidelity to experience
3. To develop an appreciation of the imaginative use of language
4. To experiment with the writing of narrative (explicit) and dramatic (implicit) modes of developing event

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Course Title: Writing For The Media I

Course Description:

This is a program for understanding three media- journalism, magazines, and advertising- through practice in writing for different aspects of each. In his exploration of journalism, the student will study and imitate various kinds of editorials, features, news items, and cartoons. In his study of the magazine, he will try to write material to suit the variety of tastes reflected by a variety of magazines. In his work with advertising, he will study the purposes and the language of advertising and try his own hand at writing advertising copy.

Objectives:

1. To learn to understand three different media and to acquire the facility to write for each, and by doing so to be able to view each objectively
2. To study and learn different forms of written communication
3. To learn to write for a specific audience and to adapt material to a variety of outlets
4. To understand completely three important media; to understand the differences between any two media; to understand the differences between any two varieties of the same media

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GROUP B

Course Title: Four Generations --- Lost

Course Description:

Gertrude Stein names them: Ernest Hemingway immortalized them — the "lost generation" of young expatriates from many nations who chose Paris as their focal point and writing as their weapon in a rebellion against the values of a post-war world they no longer trusted -- the world of the twenties. This course will define and examine their rebellion through an in-depth study of the work of Hemingway and selected readings from the work of other members of the generation called "lost".

Objectives:

1. To define the values of the "lost generation"
2. To examine their rebellion against the values of their society through a reading of Hemingway and other writers of the period

****

Course Title: The Hemingway Hero

Course Description:

This course examines the writing of one man - Ernest Hemingway. He was the source of his own heroes. As Nick Adams in the Michigan Woods, Lieutenant Henry on the Italian front, Jake Barnes in Paris between the wars, Robert Jordan fighting for Spain, Harry Morgan dying in the dirt, the Old Man landing his great fish - Hemingway developed a code of life which could only be lived by his kind of man - the Hemingway hero.

Objectives:

1. To examine the writing of one man
2. To recognize and define such concepts as "hero," "code"
3. To trace the development of those concepts in the writing of one man
4. To relate the author to his work
5. To relate his work to contemporary life

****

Course Title: Tragedy

Course Description:

What do we mean when we say that an event is tragic? How has the meaning of the word of the word 'tragedy' changed through the ages? Is there a tragic pattern? How can we discover the elements of tragedy in literature? In this course, we will attempt to find (discover) the answers to these questions. In attempting to find the answers to these questions, we will read at least two Theban plays, one Shakespearean drama, and one modern drama. In addition, the class will consider the viewpoints of tragedy as expressed by Aristotle in The Poetics, by Anouilh in Antigone, by Arthur Miller in his essay, "Tragedy and the Common Man"?

Objectives:

1. To explore the meanings of tragedy
2. To discover the elements of tragedy
3. To develop skills in reading, analyzing, and interpreting tragedy of three different literary periods
4. To show the students a relationship between the ideas in the plays and the dilemmas of modern man
5. To improve one's ability to write themes about literature

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Course Title: The Novella

Course Description:
The novella is a work of fiction having certain similarities to the short story and to the novel. In this course students will read seven or eight of these "little novels," by such authors as Hemingway, O'Hara, Lawrence, and Conrad. The primary aim of the course will be to make students aware of the possibilities for entertainment inherent in good narratives. Students will discuss and write about various aspects of each novella.

Objectives:
1. To read for entertainment
2. To trace the development of theme in separate novellas and to study how different authors treat similar themes
3. To become familiar with several good modern writers

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Course Title: The South Through the Looking Glass: Four Reflections

Course Description:
The way of life we call "the Old South" has not ceased to influence a major group of American writers. This course exposes students to a significant movement in contemporary fiction - the Southern Gothic. Representative works by four authors - Faulkner, Capote, McCullers and Williams - will be read in an effort to examine the values of Southern society, in an effort to understand a way of life.

Objectives:
1. To learn about a significant movement in contemporary fiction
2. To examine the values of Southern society
3. To read fiction as one way of understanding life in the Old South
4. To compare and contrast the views of life in the South presented by each of the four writers - Faulkner, McCullers, Capote and Williams

****

Course Title: Selected Plays - Mostly Modern

Course Description:

During this semester course several plays will be read. Most of the selections are modern. They have been chosen for entertainment value, and for their variety in setting time, plot, theme and methods of production. Among them, too, will be found the conventional and the unusual, the realistic and the fantastic, the satirical and the inspirational. The course will offer The State of the Union, The Skin of Our Teeth, A School for Scandal, R.U.R., and A Man for All Seasons. To these core plays others may be added for comparison, contrast and enrichment as the interest of the individual student may dictate. The plays will be read as dramatic experiences with as much opportunity for role playing as the classroom will allow. The students may collaborate to take some scenes or possibly to use a movie camera.

Objectives:

1. To appreciate these plays as vehicles for presenting ideas about people and their relationships to society
2. To become involved in human experiences in a more personal way than is possible through novels and other non-dramatic materials
3. To improve the ability to appreciate and to interpret the feelings of several writers about men and their problems
4. To provide opportunities for written expression by personal reaction to phases of plot, character and theme which intrigue the reader because of approval or disagreement
5. To remove the inhibitions by becoming involved in the broading experience of role playing
6. To see what several dramatists have said about situations which are presently relevant: man and the problem of survival; man and his potential for self-destruction; man and his potential for being ridiculous; man and his potential for being noble

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Course Title: Writing for Media II

Students who wish to continue their studies in Writing for Media may elect a second quarter in this course. The course will be given if enough students enroll.

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Course Title: Shakespeare Seminar I (from APEX)

Course Description:

Shakespeare Seminar is designed to help the student understand why Shakespeare is the world's most universally popular playwright. Discussions will deal with the inner conflicts of the characters and the consequences of their actions. Background reading and the writing of critical analysis will be an essential part of the course. There will be recordings, films and at least one field trip to see a Shakespearean play.

Objectives:

1. To show the students a relationship between the ideas in Shakespeare's plays and the dilemmas of modern man
2. To offer opportunities for the student to listen to professional artists read Shakespearean poetry
3. To help the student see Shakespeare's world as a microcosm of the world around him
4. To offer experiences in learning to appreciate and understand Shakespearean language
5. To make the student more sensitive to the poetry of Shakespeare's dramas
6. To develop in the student those skills in reading and critical analysis needed to enjoy Shakespeare's art
7. To stress Shakespeare's plays as a source of profound insights into the nature of man and consequently into oneself

****

Course Title: Reading for People Who Don't

Course Description:

This is a course for students who are not going to college and for students who are going to college. Particularly, it is a course for people who do not like to read but who will read when they don't have anything better to do and when they have a really good book. Class work will be individual and group reading, small-group discussion, keeping a written journal about reading done, and perhaps making audio and video tapes. The whole class will read Huckleberry Finn, The Old Man and the Sea, and Our Town. Among other books they may decide as a class to read are

The Catcher in the Rye, The Butterfly Revolution, The Caine Mutiny Court Martial, Incredible Journey, Old Yeller, Hot Rod, Johnny Tremain, Bulldozer, Karen, I Always Wanted to Be Somebody, Go Tell It on the Mountain, A Choice of Weapons.

Probably all students in the class will not read the same books at the same time.

Reading for People Who Don't (Continued)

Objectives:

1. To learn to read with more understanding
2. To read more books with satisfaction and to read books with more satisfaction
3. To refine and develop one's responses to the kinds of people and events one encounters in books
4. To expand one's perception of the world in those ways in which it is possible to do so from reading
5. To form an acquaintance with two or three great works of literature so that one can have some sense of the cultural community of which he is a part

****

Course Title: Theatre of the Absurd I

Course Description:

This course is intended for the concerned student who has honestly tried but largely failed to find personal relevance in his high school literature studies. He should be prepared to read plays extensively, both those of the Absurdist Theatre and those closely related to it, but not with a view toward analyzing structure, characterization or technique. These matters are incidental; this is not, in that sense, a course in drama. Neither is it a course in teacher-directed interpretation. Every play covered will be selected for a single purpose - to provide students with a body of literature which reflects contemporary issues of vital concern to young people and, for this reason, invites total involvement in active discussion and productive self-examination.

Theatre of the Absurd is uniquely appropriate to the purpose. By nature it is tradition free, in that it subscribes to no established conventions, betrays no consistent form, and acknowledges no inviolable laws of composition. The teacher's bag of interpretive tools is useless with these plays; he must approach them with the same uninstructed curiosity he expects of his students. More important, the Absurdist playwrights portray the modern world as the troubled student sees it. Their work reflects his frustration, his sense of alienation, and, above all, his refusal to accept answers that no longer fit his questions. If, by oversimplification, a common theme may be found among these plays, it is this: man's actions consistently make his words meaningless. This course will explore as many variations on this central paradox as the playwrights can supply and the student can discover. Its ultimate goal is to provide an opportunity for the student to involve himself fully in the paradox, not to resolve it, but to find reasons for optimism in spite of it.

Theatre of the Absurd I (Continued)

Objectives:

1. To expose the student to a body of literature which reflects his own frustration and sense of alienation in modern society
2. To provide a literary meeting-ground for student and teacher where the student's interpretations are in fact as good as (and often better than) the teacher's
3. To encourage communication, both oral and written, about issues of immediate concern to the student
4. To encourage extensive reading as a stimulus to self-examination

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Course Title: Conflict: Variations on a Classical Theme

Course Description:

In each of the three units below which the class selects, students will read the two central books, six in all, Besides these there are lists of other novels, works of non-fiction, short stories, and poems from which individual students will read as they have time and inclination. Class activities will include small-group discussions, dramatic reading and improvisation, and writing one's own original narratives on the three themes. Some students will be encouraged to undertake independent study for two - or three-week periods.

War - The Red Badge of Courage
The Iliad

Quest for Identity - Oedipus the King
Great Expectations

Man's Inhumanity to Man - The Crucible
Cry, the Beloved Country

Relations of the Individual and a Democratic Society - de Tocqueville, Democracy in America, Walden

Objectives:

1. To further develop one's ability to read with understanding and satisfaction
2. To refine one's responses to the kinds of people and events one encounters in books
3. To develop one's ability to perceive more and more complex patterns of events in literature
4. To develop one's ability to perceive the form of the varying relations between elements in story and reality
5. To have an opportunity to reflect upon and to debate three of mankind's most persistent issues

****

Course Title: Independent Reading

Course Description:

Here is an opportunity for students who prefer to work by themselves to develop reading power through extensive reading. Each student, under the direction of the teacher, will decide upon a particular area in which he would like to read. After he has established his goals and drawn up a list of readings, he will spend the ten weeks reading in and writing about his chosen area. Students will have the opportunity (but not the requirement) to work on specific reading skills, such as rate and comprehension, if they desire. Students will write frequently about their reading and talk about it with the teacher.

Objectives:

1. To develop independence in studying
2. To develop a reading background based upon one's own interests
3. To develop a broader vocabulary based upon one's own reading

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GROUP C

Course Title: Literature Written by Students

Course Description:

Students who take this course will read and write a great deal. Most of the reading will be literature written by students. Among the source material will be recent Scholastic Awards papers, various high school literary magazines, and such paperback anthologies as Readings from the High School Underground, Our Time Is Now, How Old Will You Be in 1984? and The High School Revolutionaries.

Objectives:

1. To share the ideas of other high school students, both in Sharon and in other high schools, as they are expressed in their writing
2. To develop norms with which to evaluate one's own ideas and writing techniques
3. To have the opportunity to write freely
4. To see that literature written in open forms does have intellectual purpose

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Course Title: Developing Reading Power

Course Description:

This course will help students develop reading power in one of three areas. Here is an opportunity for students who prefer to work by themselves on projects of their own choosing. Each student, under the direction of the teacher, will select one of these areas:

(1) basic reading development, to include comprehension, vocabulary, and rate of reading;
(2) rate of comprehension (generally called 'speed reading' but with emphasis on comprehension);
(3) preparation for college boards through the study of vocabulary and types of questions used on the SAT's.

He will establish his goals and draw up a list of activities to attain those goals. During the first part of the course, students will spend four periods each week on exercises to strengthen specific reading skills and one period each week in conference with the teacher or with other students. Later the number of periods spent on reading improvement will decrease until eventually some students will spend most of their class time on independent reading projects. Students will write frequently about their reading and talk about it with the teacher. Homework assignments generally will apply to independent reading projects.

Objectives:

1. To develop independence in studying
2a. To identify and eliminate any specific weaknesses in such reading skills as handling new vocabulary (word parts, context clues), rate (skimming and scanning), and comprehension (finding main ideas and details, drawing inferences, summarizing) or
2b. To develop a faster rate of comprehension or
2c. To develop confidence and proficiency in those skills tested on the SAT's

****

Course Title; Agape in Literature

Course Description:

For the Age of Acquarius "he who knows nothing, loves nothing. He who can do nothing understands nothing. He who understands nothing is worthless. But he who understands also loves, notices, sees...." Those who want to know and understand so that they have a rational basis for doing will find this course interesting. Specifically, this course combines philosophy, which is generally an abstract discussion of a value, with literature, the concrete expression of a writer's attitude toward a value.

Objectives:

1. To extend your understanding of agape - a self-giving, loving concern that freely accepts another and seeks his good
2. To discover that the study of literature is an interesting way to explore a philosophical concept
3. To learn how to relate various views of a single concept and how to synthesize them with your own
4. To recognize that love is a sentiment not easily practiced and to begin to know the difficulties as well as the conditions for its achievement

****

Course Title: Four Generations - Beat

Course Description:

The beat generation was composed of those writers who emerged from the conscientious objector camps in the Big Sur at the end of World War II, studied at Berkeley and Black Mountain, and later congregated in groups in such cities as Paris, San Francisco and New York. Jack Kerouac was their spokesman and Allan Ginsberg their prophet. This course will define and examine the values of the beat generation through selected readings from the writing of its members, especially those associated with the San Francisco Renaissance.

Objectives:

1. To define the values of the beat generation
2. To examine those values through the reading of beat literature
3. To become aware of the emergence of a new school of poetry, the San Francisco Renaissance, from beat literature

****

Course Title: Russian Literature I

Course Description:

This course is designed to reveal the depth and strength of the Russian character and people by exploring Russian literature. Works from both the Czarist and Soviet eras will be compared/contrasted in an attempt to parallel the study of the literary development with an understanding of the political evolution and the effects of one development on the other. Short stories, poetry and a play or short novel from each era will be considered in the course. References to music, art and history will be used wherever they can add to the understanding of the Russians. There will be one major outside reading/paper assignment: to read either a major historical work (Peter I or Nicholas and Alexandra) or a major non-historical work (Crime and Punishment or Anna Karenina).

Objectives:

1. To understand the Russian people-their hopes, their fears, and the forces that have made them distinctly Russian
2. To acquire a sense of the development of Russian literature
3. To differentiate between the works of the czarist and soviet era and to see the effects of the political evolution on the literary development of the Russians
4. To read the works of literature for the enjoyment of them

****

Course Title: Robert Frost

Course Description:

"I had a lover's quarrell with the world": in this phrase Robert Frost caught the spirit of the poetry he wrote. Mostly he was a poet of country things and mostly of the country north of Boston. But his poetry had a further range - something in it to appeal to most people of most ages. In this course, students will spend three days in independent study, one day in class discussion, and one day a week taking notes on lectures, either by the teacher or by students.

Objectives:

1. To become familiar with Robert Frost - the man and the poet
2. To have the fun of reading and talking about the poems of a man who said he should have been called a Synecdochist
3. To learn to plan and to carry out an independent study project
4. To develop one's ability to write essays about poems

****

Course Title: The Bible as Literature

Course Description:

Why a course in the Bible as literature? In the first place there is an intrinsic value. Individual stories are successful examples of their kinds of literature. Biblical literature has been and will continue to be a source of delight for readers. Secondly, they have a literary value. Writers have found them an inexhaustible source of incident, symbol and allusion. In addition, they have an humanistic value in that they are a record of a small but significant people. Although the emphasis will be on the reading and comprehension of selected Biblical narratives, in their historical and cultural context, it is also hoped that students will have an opportunity to read other passages representative of the various kinds of literature found in the Bible.

Objectives:

1. To read in depth with understanding
2. To appreciate the Bible as literature
3. To compare three versions of a few Bible stories--
   King James, Douay, Jerusalem
4. To motivate further Biblical study

****

Course Title: The Lyric Mode 1600-1969

Course Description:

That form of verse called "lyric" is a poetic celebration of self and experience. It originates in man's need for emotional fulfillment and his desire to unify and thereby give meaning and permanence to passing experience. In a very real sense, a lyric poem is an attempt at self-definition.

Objective:

1. To become acquainted with the ways in which significant poets for 300 years have tried to achieve self-definition. (From a Deerfield Academy publication)

****

Course Title: Literature on Trial(s)

Course Description:

Are you intrigued by the drama of the courtroom? Do you enjoy reading trial literature? Then, this is the course for you. Although the emphasis will be on reading plays, other literary types will also be included in the readings. In addition, whatever source material a playwright used will sometime be investigated.

Objectives:

1. To read critically in order to evaluate the pro's and con's of the issues
2. To explore the way in which an author adapts his source material and fashions it into a drama
3. To identify works of literature that are effective vehicles for the presentation of social and political ideals
4. To identify colloquial language and to discover reasons for its use
5. To use the ideas presented as a basis for discussion and composition
6. To evaluate trial literature as a form of entertainment
7. To explore the justification of a dramatist's using his talents to further a point of view

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Course Title: Shakespeare Seminar II

Students who wish to continue their studies in Shakespeare may elect a second quarter in this course. The course will be given if enough students enroll.

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Course Title: Theatre of the Absurd II

Students who wish to continue their studies in Theatre of the Absurd may elect a second quarter in this course. The course will be given if enough students enroll.

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GROUP D

Course Title: Books from the 1800's

Course Description:

A book is a great book if it has made a lasting contribution to man's quest for truth, if it has influenced profoundly the thinking of many people, over many years, about important things. Several great books were written in England in the 1800's. Their authors' names are familiar; Scott, Austen, Mary Shelley, Carroll, Butler, Dickens, Stevenson, Conrad, Hardy. In this challenging course, the class as a whole will read and discuss one book and then divide into groups of three or four, each to read and discuss another book from a list. Here is a course offering a sort of old-fashioned preparation for college English.

Objectives:

1. To have the experience of encountering and responding to a number of famous books from the 1800's
2. To see in each of the works read a vision of life and a system of values that may or may not correspond to one's own
3. To devise techniques for reading in unfamiliar and sometimes difficult books
4. To improve one's ability to write themes about literature

****

Course Title: Edge of Awareness: Readings in Contemporary Nonfiction

Course Description:

The title of this course is the title of a Dell paperback, the core book of the course. The book itself consists of "a group of nonfiction prose pieces for readers who enjoy examining important people's perspectives on various aspects of our contemporary and complex world...Most of these essays have recently appeared in newspapers or magazines." Their authors' names are familiar: Jack Kerouac, Harry Golden, E.M. Forster, Robert Graves, Margaret Mead, Adlai Stevenson, John Ciardi, Arthur C. Clarke.

Objectives:

1. To expand, clarify, and broaden one's own point of view on a number of contemporary and complex topics
2. To become a more discriminating reader by learning to distinguish among fact, inference, and judgment
3. To become better at writing explanations and expressing viewpoints through studying how a professional writer organizes his material

****

Course Title: Four Generations - Hip

Course Description:

This is the age of Aquarius and these are its children -- the hip generation who exist as a counter-culture in our midst. This course will attempt to define and examine the values of the hip through extensive reading of non-fiction, including underground journals, and a survey of fiction, drama and poetry (primarily rock) related to the movement.

Objectives:

1. To define the values of the hip generation
2. To examine those values through extensive reading of non-fiction, including underground journals, and a survey of fiction, drama and poetry (primarily rock) related to the movement

****

Course Title: Four Generations - Searching

Course Description:

"I saw the best minds of my generation, starving, hysterical, naked, running through the streets at dawn..." said Allan Ginsberg in the 1950's. Each year more of our best minds run, seeking -- individually and in groups -- through methods we may condone or merely tolerate or totally abhor -- some answer to the dilemmas our society poses. This course is geared primarily to those people who are lost in some sense of the word, people who are willing to examine the attempts of others in an effort to find themselves.

Objectives:

1. To become aware of those who seek some answer to the dilemmas our society poses
2. To examine their attempts to find some answer
3. To define one's own search
4. To begin to establish some direction in searching

****

Course Title: The Rhetoric of Ridicule (Satirical Literature)

Course Description:

This ten week course is designed to survey significant British and American works in which primary emphasis is upon literary ridicule as a weapon of moral, social, political and sometimes personal attack. Efforts will be directed toward three specific goals. First, the pupil will learn to recognize and discriminate among three major modes of satirical expression-satire, parody and burlesque. Second, through selected reading from appropriate works, opportunity will be provided for examining the satirist's art in a variety of genres-specifically, fiction, essay, poetry and drama. Finally, by close examination of such characteristic devices of indirection as understatement, hyperbole, allegory, literary allusion and dramatic irony, strong emphasis will be placed on the development of individual sensitivity to the techniques of literary ridicule. Since time will necessarily curtail the intended scope of the course, pupils will be expected to supplement daily class instruction with independent research and group projects.

Objectives:

1. To define and discriminate among the major modes of satirical expression
2. To increase pupil sensitivity to satirical intent in literature and to develop individual capacities for spontaneous appreciation
3. To enforce recognition of and responsiveness to the varieties of indirection employed in satirical expression
4. To introduce major satirical works, both historical and contemporary, and to encourage further independent reading of these works

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Course Title: On Being Black: Readings in Black Literature

Course Description:

This course will serve as an introduction to, rather than a survey of, black literature. These writings, in both fiction and non-fiction, reflect the feeling of being black in America. This course is intended for the concerned student who not only wants to understand the feeling of being black, but who will use this course as a foundation for independent study of this literature.

Objectives:

1. To serve as an introduction to black literature
2. To examine the feeling of being black in America
3. To read fiction and non-fiction as a means of understanding the feeling of being black
4. To serve as a foundation for independent study of black literature

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Course Title: Play Production and Stagecraft

Course Description:

This course is designed to help pupils with a general inclination toward drama to discover and experiment with specific talents they have had no opportunity to develop. In scope, it is intended to provide instruction and opportunity for experimentation in script analysis, acting techniques, play direction, and set design. The chief emphasis of the course is upon the development of creative and interpretive skills in drama - to help pupils discover and develop talents of which they may be unaware and to help others without specific talent to achieve an expanded insight and responsiveness as a participating audience.

Objectives:

1. To develop skill in comprehension of dramatic dialogue and translation of that comprehension into meaningful dramatic expression
2. To develop skill in composite dramatic technique: the sychronization of vocal tone, facial expression, gesture and body movement into a unified whole
3. To develop a critical understanding of dramatic composition by analysis of dialogues, scenes and short plays and by investigating the dramatic possibilities in other literary forms
4. To develop creative skills by writing dramatic dialogues and short skits, and by analyzing those written by fellow students
5. To develop dramatic imagination by directing excerpts from professional plays and by directing and staging skits written by fellow students
6. To develop a working knowledge of the means by which lighting and set design can be utilized to support meaning and mood in drama

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Course Title: Persuasion/Propaganda

Course Description:
This course is intended to create a thorough understanding of the processes and nature of the manipulation of the consumer's thought patterns in advertising and politics. It will be organized as a seminar with specific readings and a term project examining an organization, branch of government, or profession, and its literature; and to report on its methods of rational persuasion, its methods of emotional propaganda, and its image making.

Objectives:
1. To be able to differentiate between emotional and rational appeals
2. To be able to understand the world around us better through an understanding of our motivations, and the appeals that can sway our motivations or create new ones
3. To understand the nature of advertising appeals and their force on the consumer
4. To be able to recognize the necessity of rational persuasion and the danger of emotional propaganda in politics
5. To be aware of the suggested and possible curbs on mental manipulation in advertising and politics

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Course Title: Characters

Course Description:
In this course you will read about such unique characters as El Cordobes, Spain's daredevil matador who has become a national hero; Gordon Parks, author, film director, composer, poet, photographer who has spent all of his life fighting poverty and prejudice; Todd, a young boy who struggles to overcome his mental retardation. Additional units will permit you to explore the lives of others that you choose to read about it. Attention will be given to the ways we make judgments about others, to the problems of creating accurate impressions of people, and to the difficulties inherent in understanding what makes us what we are.

Objectives:
1. To learn to understand others by learning about their backgrounds, personal goals, and the forces that shaped their lives
2. To learn to interpret personality by listening to what an individual says and how he says it
3. To develop an ability to describe people with greater accuracy.
4. To discover how you feel about the personal values and behavior of others
5. To find good books about interesting personalities who are notable in your own area of special interest
6. By comparison to learn more about yourself and your relationship to others

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Course Title: Readings in World Classics

Course Description:

The class will decide which 2 or 3 books from this list they will read and discuss in class.

The Iliad, King Lear, Don Quixote, The Rubaiyat, Robinson Crusoe, Paradise Lost, Gulliver's Travels, Great Expectations, Crime and Punishment, Of Human Bondage, Alice in Wonderland, Les Miserables, Pride and Prejudice, The Return of the Native.

The class will organize itself into a number of small groups for the purpose of reading and discussing books. Besides writing brief essays about the books read, students will also participate in small-group discussions, present panel discussions and reports to the whole class, prepare and present dramatic improvisations of certain scenes from the books read, and offer other creative responses to the books such as making collages and sound tapes.

Objectives:

1. To have the experience of encountering and responding to a number of great literary works in the heritage of Western man
2. To see in each of the works read a vision of life and a system of values that may or may not correspond to one's own
3. To devise techniques for reading in unfamiliar and sometimes difficult books
4. To improve one's ability to write themes about literature

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Course Title: Russian Literature II

Students who wish to continue their studies in Russian Literature may elect a second quarter in this course. The course will be given if enough students enroll.

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A CURRENT BIBLIOGRAPHY ON HIGH SCHOOL PHASE-ELECTIVE ENGLISH PROGRAMS

Prepared By NCTE/ERIC
August 1970

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